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ABSTRACT

This handbook of practical guidelines for daily life in day care is addressed to caregivers, teachers, directors, and students who want to provide high quality care for children. Separate sections are devoted to (1) day care as a daily living experience; (2) the parent-caregiver relationship; (3) priorities for health and safety, staff communication and knowledge of children and their needs; (4) program elements of curriculum, materials, room arrangement, communications and daily schedules; and (5) specific aspects of safety, health and nutrition, as they relate to daily occurrences. Various types of parent-caregiver contact recommended include: daily, on-going communication; periodic individual-parent conferences; regularly scheduled group meetings; and occasional parent participation. The guidelines on program elements are elaborated in detail. (BF)

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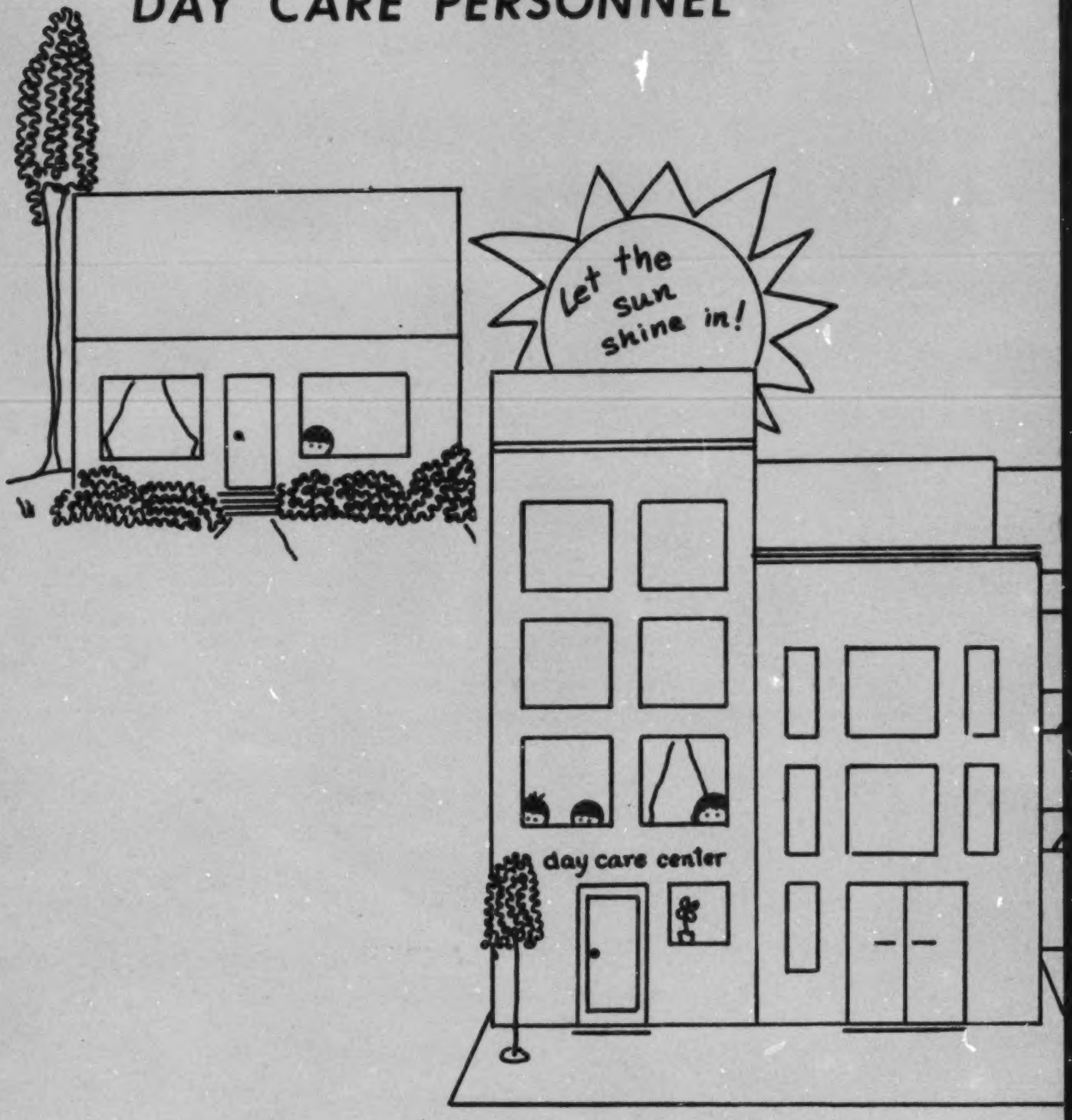
A PRACTICAL GUIDE FOR DAY CARE PERSONNEL



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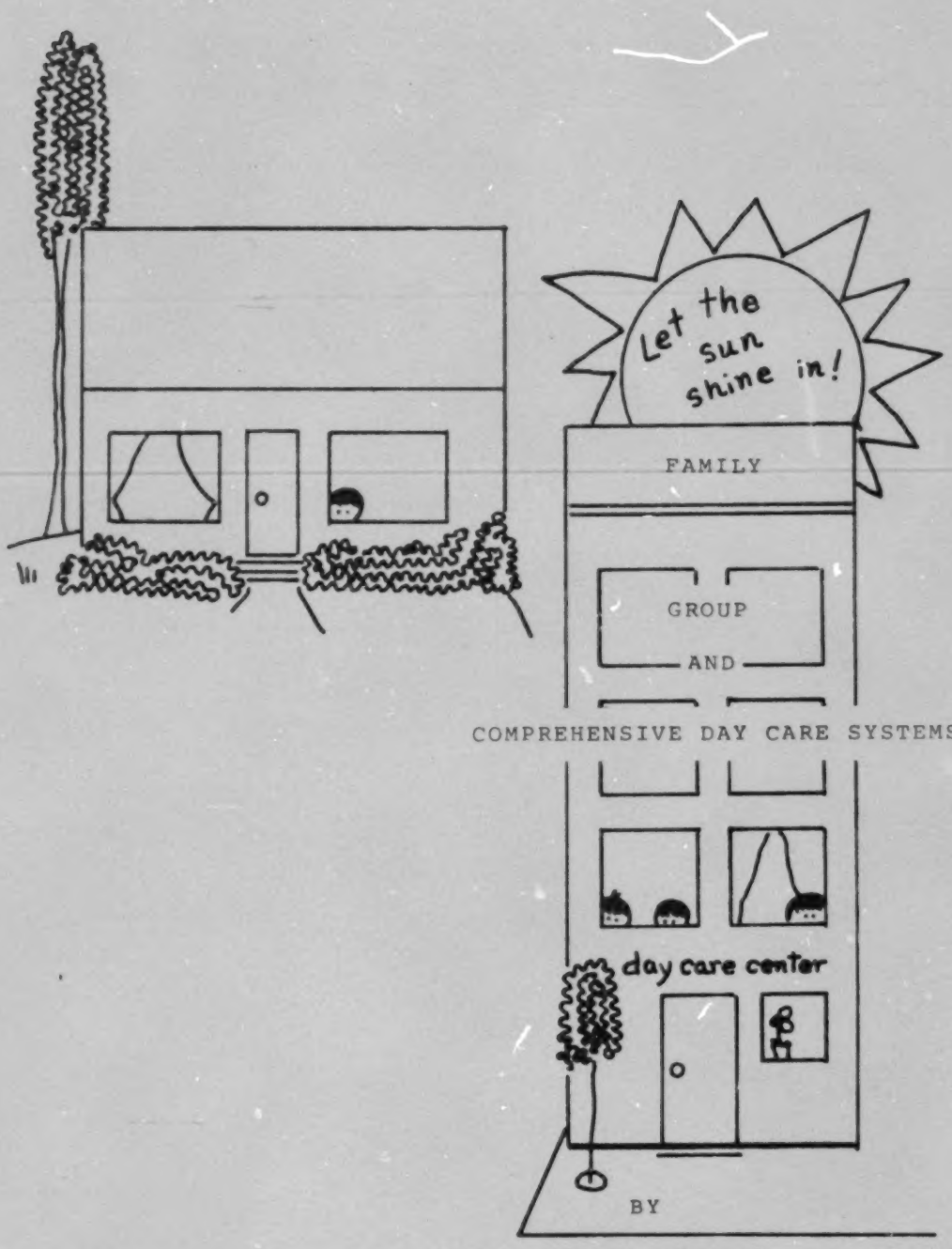


COMPREHENSIVE DAY CARE SYSTEMS

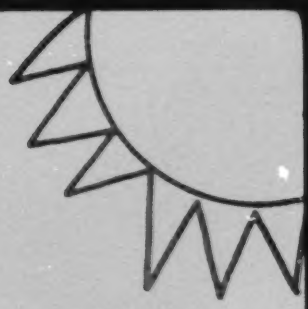
BY

JOHN L. DE LOREY AND MARJORIE E. CAHN

ILLUSTRATED BY MARJORIE E. CAHN

FOREWORD BY GWEN MORGAN

April 1977



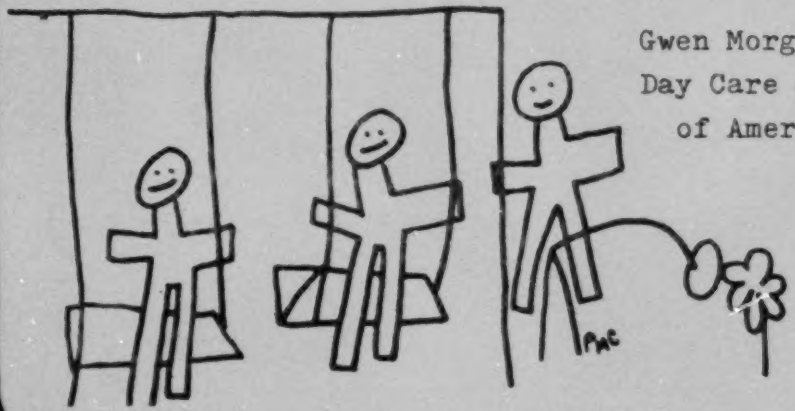
FOREWORD

A Practical Guide For Day Care Personnel - Let The Sun Shine In provides concrete, practical down to earth information to the day care administrator or staff person striving for a high quality program. There is indeed a body of knowledge among day care practitioners. High quality day care of children can be achieved. What is needed is the skill to cut through the thousand and one details in the day care day and focus on the critical elements which make the difference. Marjorie Cahn and John DeLorey have given us a manual for doing that.

We all know that good day care has been a low priority, that it is likely to be under financed and bound up with red tape. We all enjoy the poster with the caption, "Some day our day care programs will have all the money they need and the navy will have to hold a bake sale to buy a battleship." It is true that we cannot achieve good day care without resources.

But it is also important to remember that even when we get all the money we need, the money alone will not produce quality. Knowledge and skill are also needed. This handbook helps us to identify the things we need to know and do to make day care a happy place where children grow.

Yes, Virginia, there is quality day care and it is within our reach now.



Gwen Morgan, Vice President
Day Care & Child Development Council
of America, Inc.

For these are all cur children
...and we are responsible for them all...
we will all profit by, or pay for,
whatever they become...
Childhood is our opportunity to discover
the world.
The world which we then discover
is the world in which we live
and it is also the world which we will make.
...We are their models and they are hope.

James Baldwin

ACKNOWLEDGEMENTS

Although this has been a joint project from its inception in November, 1975, each of us has worked independently to fulfill our responsibilities to the handbook. Within the course of this work, different individuals have crossed our paths and offered assistance.

I would like to thank my present staff at Springfield Day Nursery and also the staff at Great Brook Valley Comprehensive Child Care Center in Worcester. Both have provided an abundance of questions, problems and challenges in dealing with all aspects of child care.

John L. DeLorey, Jr.

I would like to thank Dr. Ernest Washington of the School of Education, University of Massachusetts, for his continuing support and editorial assistance. His help has been invaluable. For his assistance, I am most appreciative. Many thanks to Michael and Charlene Sokal for the variety of ways in which they have made the "finishing up" a little easier. John and I both wish to thank Gwen Morgan for her suggestions, help, and support in making the completion of this project possible. Last but not least, I want to thank my family--my husband Stephen, Amy and Patric--for their patience and understanding as I typed and typed and typed. A special thanks to my children for their illustrations.

Marjorie E. Cahn

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Do your center like picture #1 or picture #2?

INTRODUCTION

"WHAT!" you exclaim, "another book about day care!" Wait, take a minute to see what this one is all about. Together, from our daily experiences in day care, we came to realize that caregivers--the very essence of positive day care for children--were much in need of support, encouragement and practical suggestions. In short, we decided that caregivers need practical guidelines for daily life in day care.

We hope that this handbook will serve for that purpose. We ask many questions and we offer many guidelines--from where to begin as a beginning caregiver to how to go about arranging your room. We believe that by your posing these questions to yourself and searching for the answers you will be able to work through some of the problems and frustrations in the daily life of day care.

We hope that we can show you how to be more comfortable in your day care setting and we believe that by being more comfortable you will come to enjoy your days more. As you will see, in this handbook we offer empathy, support and some humor.

This handbook could serve as a handy daily reference. It is not a textbook although we do deal with some material that might be found in a textbook. We do not deal with theories of child development but believe that you should be aware of our particular bias. With regard to the age-old question of "hereditary or environment," we are in the middle of the road for we believe that the combination of both determine the child's development. We firmly believe that physical setting and the interaction with peers and adults play an important role in how the child develops. Also, it is our conviction that children need a well-structured environment in which they can joyfully explore and investigate and make choices. As they engage in this exploration, investigation, and choice making they should have the active participation of adults in their daily life.

We have a great deal of respect and admiration for the caregivers in day care. For as we envision the job, it calls for a very special person. We see caregivers on the one hand as warm, friendly adults who will cuddle, dance about and sing with joy with the children and who, on the ohter hand, will set limits, make

structure and outline expectations. At appropriate times we see caregivers sitting on the floor with the children or having a child sitting in their laps. Is it a lot to ask? Yes indeed! And we are certain that you will have moments when you feel like the old woman (or man) in the shoe; but that's precisely why we offer these guidelines!

John L. DeLorey, Executive Director
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Springfield, Massachusetts

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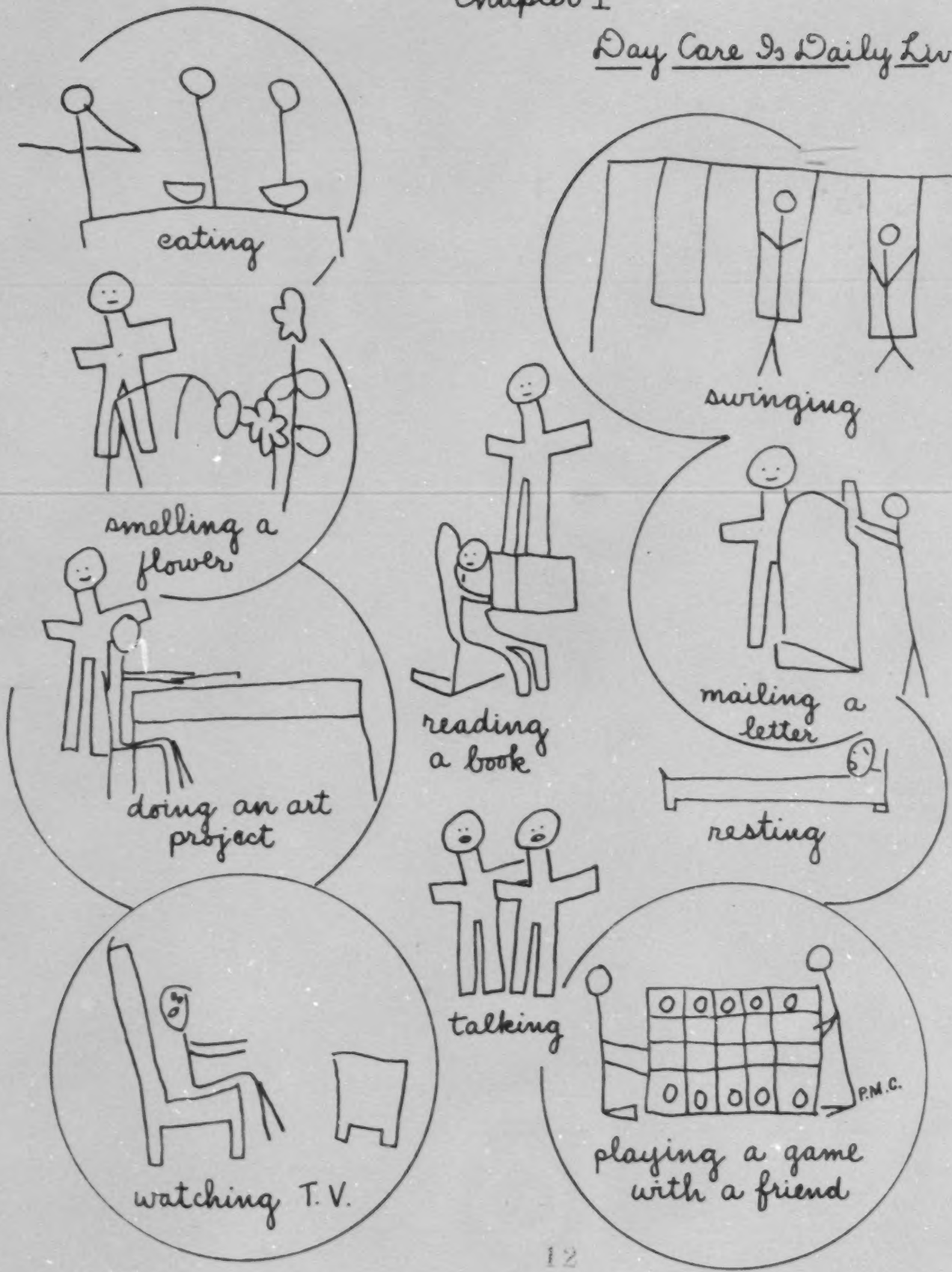
Chapter I

Day Care Is Daily Living



CHAPTER I

DAY CARE IS DAILY LIVING

Welcome to the rewarding and fulfilling profession of day care. As a member of the day care force, you will be making a valuable contribution to the development of young children and assisting in maintaining their health and safety. You might encounter numerous frustrations and problematic situations, but in the long run you will be rewarded by many successes. We speak to you the caregiver--perhaps called head teacher, co-teacher, or assistant teacher--you, the educational coordinator; you, the day care director; and you, the student interested in the field of early childhood education in a day care setting. By day care, we mean

group day care, family day care, or comprehensive systems encompassing both.

For both children and parents, day care can be a positive experience. Part of the responsibility for this experience lies with you. You, as the caregiver, are looked to by both children and parents. It is your role to be supportive of the child's family--specifically to support parents' child rearing goals--and to supplement parental care. You are the one to whom the child turns for assistance in making the transition from home life to life in a day care center.

The time a child spends at a center is very meaningful to him or her. Those children in full time care,either group day care or family day care, spend 255 days a year, 10 hours a day, at a center. That is two hours longer per day than an adult's regular working day, and except for Saturdays and Sundays, the day care experience comprises the major portion of the child's day. For these children, day care is daily life.

You are an integral part of that daily life and are essential to both children and his/her parents. You provide an atmosphere in which the child will grow and develop. Tnrough the combination of your sensitive care, good planning and adequate facilities you can assure the parents that the needs of their children will be fulfilled.

These needs are diverse and encompass all aspects of the child's development. In planning a day care program, it is important to keep in mind the diversity of the needs of the children you serve. Surprisingly enough, losing sight of these needs is not difficult to do. Historically, the institution of day care was founded to fulfill the needs of adults, sometimes to the exclusion of the needs of the child. In programming for the children, let us keep them in mind as part of a greater whole.

The involvement of the day care center--whether it is group day care or family day care--involves the adults and the children as part of a family unit. In programming for the child it is essential to keep this in mind and see the child within the context of the family. You the caregiver are involved with Tommy's separation from his mom or dad in the morning, Tommy's feelings about his early morning home experience, and Tommy's need to talk about what goes on at home. Tommy's daddy might have slept on the couch and Tommy may report this happening to you. It is your place to listen and respond if appropriate. It is not your place to be judgemental or condescending.

The working parent has been relying on supplemental care for their children for many years, and unfortunately this care has not always been of high quality. The development of day care in this country has been uneven throughout the century. Equally as uneven is the quality of services delivered. Some programs today are outstanding.

Some of them are struggling to become what their intentions are. Some are of questionable merit. Today, to have real impact on day care as an institution, one should turn to politics, for day care is and has been a political issue. However, the political aspect of day care is beyond the scope of this book.

Is providing good day care easy? Certainly not! Is it possible? Yes! We believe that not only can you provide good care, you can enjoy doing it! You will make it. It is our intent throughout this handbook to assist you in the practical aspects of comfortable living in a day care center. We hope that this book will serve as a daily reference. In many instances it will offer very practical guidelines during those beginning days when you might be overwhelmed by the endless amount of work involved in day care. Take things a day at a time, but have a long range plan. Soon you will begin to enjoy and delight in your many successes.

We are well aware that when Susie is pulling John's hair, the glue is dripping from the table, Elsie is sneezing, and Billy needs to know that you know that he loves you. It is difficult if not impossible to remember all the things you think are essential for dealing with the multitude of pressing problems. We cannot prescribe formulas or recipes for many of the specifics. We can offer some general guidelines that will help you in getting through the difficult times. For beginning caregivers we suggest that you:

1 - Set your priorities and follow through

2 - Work at getting to know your co-workers

3 - Plan ahead and organize your days

4 - Schedule times for relaxation

We wish to offer you a picture of good day care. We hope that as you move through the handbook and we present some of the difficulties and frustrations of caregivers, you will keep in mind the positive picture we present below.

A relaxed meeting in the morning, a cozy breakfast time, interesting and meaningful activities throughout the day, good communication for children and adults and easy transitions are all part of a good day care setting. In a well-organized center, the accomplishment of this may appear effortless to those on the outside. What goes into the smooth running of a day long program is a great deal of planning, many hours of talk among staff, and boundless energy.

> For one three-year-old, day care is an exciting, warm, and friendly place. Sam, bouncy, energetic and social, is beginning to be cooperative. He is eager to be off in the morning to the center. For him, a full day in day care will begin with a big hug from Sally, the director. Sam, becoming quite independent, will take off his own jacket and boots and put them away in his special cubbie. Art and Mary, two of the caregivers at the center, will be on hand to greet Sam and his mother. Regardless of how brief the encounter, they will try to tune into the world which Sam brings with him to the center. The favorite book that is tucked under his arm, the trencher he saw on the way to the center, his visit last night with his dad... it all comes with Sam and in some way is a part of his day. Sam's mother stops and takes a minute to chat with the caregivers. She mentions that Sam might be tired though he had had a good evening the night before.

Sam is directed to the breakfast table where he has the opportunity to have a second breakfast. He relaxes for a few minutes, chats with some of his peers, and takes the time to switch gears from home to center. Breakfast time is a good pace setter, and Sam seems to know this. He pulls out his new car which he had carefully tucked into his pants pocket before leaving home. He is eager to vroom it over the table, but Art suggests that he save his vrooming for the block area. There Sam and a friend might want to bui d a garage or a tunnel. Sam is delighted with the idea. He finishes his juice quickly. He is excused and bounds off wit Julie to the block corner.

Meanwhile, two other children, Lisa and Pat, both five years old, are looking forward to returning to their block construction from the previous day. The large castle, still intact, has a huge sign in front of it: "Do not wreck." Sam knows to respect this although suppressing the urge to topple it is difficult. Soon, though, we find Sam, Julie, Lisa and Pat all working together in the block area. Sounds of "vrooming" and knocking the sides of a garage can be heard from one section; and excited chatter about the king and queen who live in the castle can be heard from another section.

These happenings are only a small part of the myriad of activities taking place at the center in the early morning hours. For these children day care is indeed an exciting, warm and friendly place. It has been made this way through a great effort on the part of the caregivers. In return for their effort, the caregivers experience a warm and satisfying feeling about their successes in providing good care.

Good day care in a relaxed and friendly atmosphere is happening in hundreds of cities and towns across the U.S.A. day after day. More and more children are spending their days cared for by individuals other than their parents. More and more parents either by choice or by necessity are spending their days in the work force. Sam and children like him are not missing out because their parents need to work. These children are benefiting from positive experiences in day care. However, as we have indicated,

not all day care is good care. Here we outline some principles of good day care. Throughout the handbook, we provide guidelines that can help you to build a program which encompasses these principles.

1 - Know the children and their parents

2 - Make your surroundings safe, pleasant, and comfortable

3 - Provide activities that foster good communication among children and between children and adults

4 - Provide materials for physical and cognitive development

5 - Be supportive of both children and their parents

6 - Provide activities that orient the children to the world beyond the center

7 - Build a communication network among staff including verbal, non-verbal and written communication

IN SUMMARY, DAY CARE...

1. DAY CARE is daily lives of young children.

2. DAY CARE is a service which supplements parental care. This service is carried out at a day care center or in certain licensed and supervised home settings.

3. DAY CARE services children from all walks of life. In most cases the parents (or parent) are obligated or wish to spend their days in the labor force. In some cases, because of economic, physical, or emotional reasons individuals are not able to provide a loving environment for children. The children of these individuals are placed in day care either by the parents or through the intervention of the state. In these cases it is important to provide support for the family and a loving environment for the child until the home setting is better able to do so.

4. DAY CARE is education in the broadest sense.

5. DAY CARE offers substantial personal rewards and opportunities for intellectual and emotional growth.

6. DAY CARE, as other care-giving professions, suffers from our society's lack of realization of the worth of the service. Consequently, day care folk are often not accorded adequate recognition for their work.

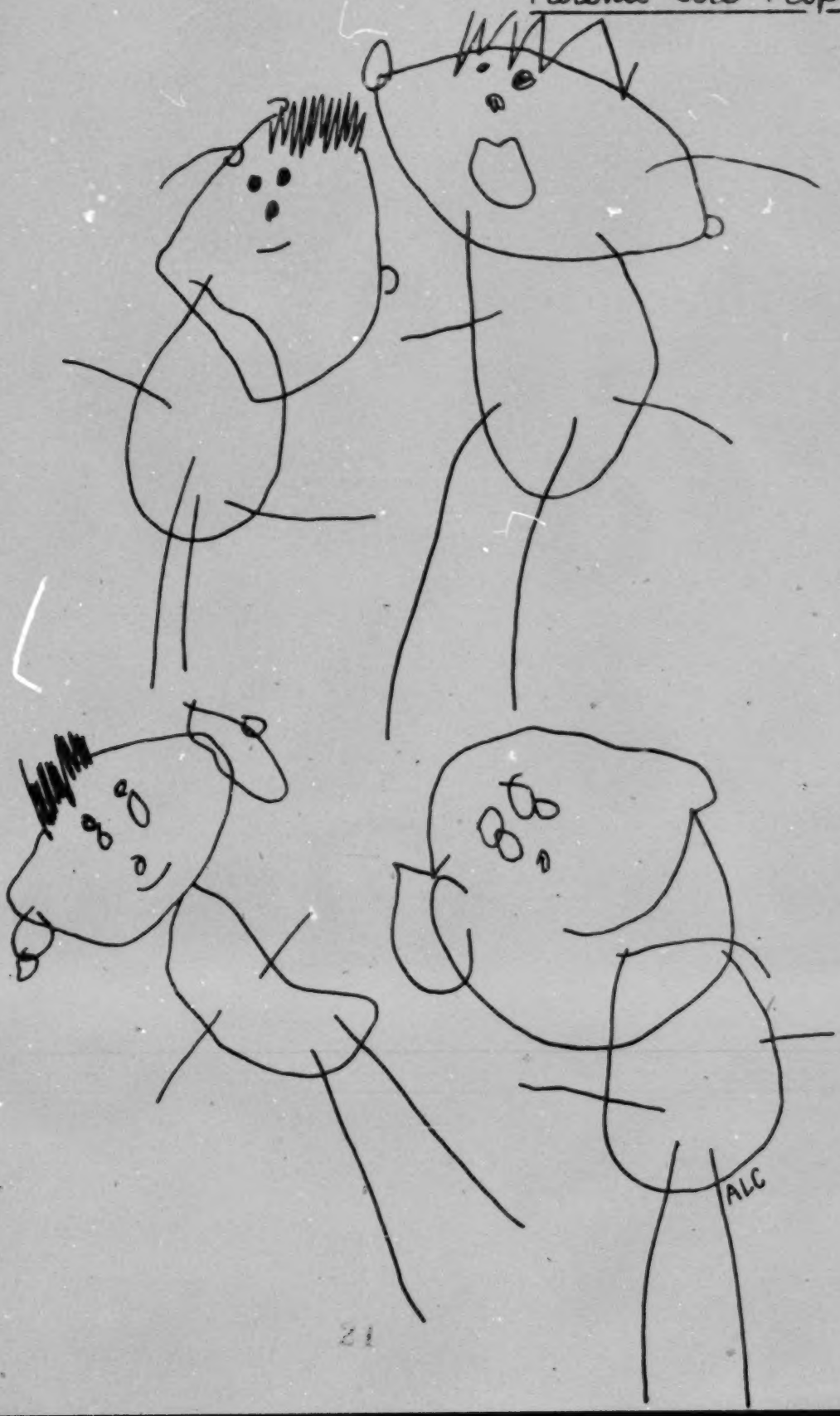
7. DAY CARE is a political issue.

8. DAY CARE is a tough job, but it is worth the effort and the time.

9. DAY CARE gives you a good feeling when the children show you that they realize that you care.

Chapter II

Parents Are People



CHAPTER II

PARENTS ARE PEOPLE

As a caregiver, defining your role in relation to the children's parents is a task worthy of great consideration. In some instances it might be a pleasurable and simple process to establish a good working relationship. In other instances arriving at such a relationship might be both complex and difficult.

It is important to be aware of what is and what IS NOT appropriate for the caregiver to deal with. It is the role of the caregiver to be supportive and informative. It is the role of the social service

staff to act as a strong advocate in obtaining services from loca agencies and in referring families to them. The social worker interprets policies to the parents. Many programs simply don't have the funds to hire a social worker. In these cases, it is th teacher who has to take the responsibility of making referrals to the appropriate social service agency. For example, if you suspect neglect or abuse, referrals are mandatory by law. However, all referrals must be made in the best interest of both parent and child. The caregiver acts and reacts in accordance with these policies. There are many factors involved in the establishment of a relationship between caregiver and parents. These factors might be: the feelings parents have about having placed their children in day care, cultural differences between parents and caregivers, the parents' busy schedule and the child's attachment to and need of the caregiver. A caregiver's age and inexperience as a parent may also be a consideration.

For example, even though more and more parents are turning to day care as a viable solution for child care, mothers and fathers may experience guilt and uneasiness at having to leave their children for extended periods of time. Although your job is to supplement parental care, at times it may be seen as supplanting it; and the parents' guilt is expressed as anger.

Cultural differences, easy to intellectualize, are often difficult to deal with in practice. It is important that you communicate to

the parents the ways in which you deal with issues and behaviors at your center. It is also important that you be understanding of the ways in which parents deal with issues and behavior at home. Before you are critical of parents, consider their life style and their life space. Unfortunately, it is left up to you to be the MOST understanding, the MOST communicative, and the MOST giving in this relationship. This unequal contract may indeed be difficult but it is not impossible!

We recommend a variety of types of contact between parents and caregivers: (1) a daily, on-going communication dealing with daily life as it occurs for the child in the day care center, (2) periodic extended conferences with individual parents, (3) regularly scheduled group meetings, and if possible (4) occasional parent participation in the daily life.

The obvious times for the caregiver to have contact with the parents is at the beginning of the day and at the end of the day. Both contacts--no matter how brief--are extremely meaningful to both child and parents. In the early morning, the youngster comes to the center with his "home world" and making the transition from home to center can be difficult. If the caregiver can aid in this transition and assist the child in separating from his or her parent, the child will have a better day and hopefully the parent will leave the center relaxed about his child. A few words from the

parent giving some indication of the frame of mind of the child is extremely helpful to caregiver and child. However, for the parent to volunteer information, he or she must find a receptive and warm individual who will not pass judgment. It is difficult enough for a parent to share family happenings. It is impossible if this parent believes that the person with whom he is sharing the information will judge him.

Communicating with the parent at the end of the day is equally as important as the early morning contact. Just as you can get a sense of the "pulse" of the child from parents' comments, so can the parents get a sense of the "pulse" of the child from the caregiver. Parents who work full time and then come to the center to pick up their children have little time to switch gears. After a busy and perhaps frustrating day it is difficult to deal with a child who might be tired, hungry and possibly out of sorts. The child, too, needs to switch gears from center to home. This is difficult if the adult who is helping him with the transition is also experiencing the same transition. As fine a job as you might be doing at your center, the hours from 4:00 p.m. to 5:30 p.m. (when children in full day care are picked up) is not prime time for young children. Therefore both you and the parents may be working at a disadvantage. In addition, it is not uncharacteristic for a child to vividly remember a negative moment of the day. All the positives are part of the child's memories but they have to be pried loose. What they might communicate to tired parents is a

picture representative only of a few moments rather than a whole day. "I scraped my knee" or "Sam hit me!" might be the first thing a child says to a parent.

This is one of the important reasons that you need to share with the parents the positive happenings of the day. The contact need not be lengthy or involved. Frequently short comments like the following are helpful in establishing the beginnings of a positive relationship. Some comments:

> Bess was very involved in painting today and she learned to mix colors. She knows the difference between light green and dark green!
>
> Marc is beginning to be very good company at meal time. We had an interesting discussion about trucks.
>
> Susie was able to be angry today without having a tantrum. She is very proud of herself.
>
> Sally learned to peddle a tricycle.
>
> John invited Bob to join him in the block area; and the two boys constructed a beautiful city.
>
> Angela read all the labels in her clothes and all the signs around the room today.

This type of end-of-the-day communication serves many purposes. The obvious purpose is that it gives the parents some insight into the daily successes of the child. In addition, such comments (1) illustrate to the child that you are aware of his or her progress, (2) give the parents a positive note on which to relate to the child (asked, "What did you do today?", children often say, "Nothing."), (3) give the parents some idea of where you place an emphasis. Though very low-key, this type of contact with

parents is educational for them.

Individual conferences and group meetings should be scheduled on a regular basis. It is important to remember the busy schedule that the working parent has.

For those parents who have the time and inclination it is helpful to them and to you to have them assist in the classroom on occasion. This takes adequate preparation, though; and parents should be made aware of the fact that children act and react differently when their own parent or parents are in the room.

Summary

There are a number of factors involved in the establishing of a working relationship between caregiver and parents. The need to make the greater effort lies with the caregiver. However, it is a very rewarding job when you have finally established a sense of trust and understanding between yourself and the children's parents.

SOME GUIDELINES FOR DEALING WITH PARENTS

DO remember something positive about each child throughout the day.

DO communicate this positive happening to parents at the end of the day.

DO build up a history of communicating positives. This makes it easier--and more effective--to deal with negatives.

DO use the telephone to keep in touch with parents.

DO invite parents to visit and participate in the daily life of the day care center. Make this participation sometime to be desired when time permits, NOT something required. Parents should not be made to feel guilty if they can't come in during the day.

DO thank parents for whatever they do offer--materials, service, etc.

DO remember that:

> Day care offers an unprecedented opportunity to afford an effective delivery mechanism to children who need good social services. Social services, though, must be implemented by trained personnel employed for that purpose. It is not realistic to expect a day care director or caregiver to have the time and capabilities to carry out a social service component. The very nature of those services to which social workers direct themselves often precludes deep involvement of director or caregiver. Rapport between caregiver and parent and director and parent and child and caregiver might be seriously damaged with involvement.

Chapter III

Setting Priorities

CHAPTER III

SETTING PRIORITIES

You, the caregiver, should expect to encounter endless unpredictable situations. Day care, by nature, deals with the daily lives of children and in a peripheral sense with the daily lives of parents. The comings and goings of all these individuals is bound to present opportunities for experiencing either firsthand or vicariously all aspects of the human condition.

Day care is a difficult profession in which programs in the majority of cases are under-subsidized. However, there is no correlation between a healthy budget and a quality program in most cases. For those of you who struggle on a shoe-string, we sincerely believe that with adequate preparation and ingenuity you can deliver quality services. Money helps, but the human component is what makes good care for children.

As we have illustrated in the first chapter, there is indeed good day care in this country. However, programs do exist which struggle to deliver quality services. This struggle might be caused by a number of reasons--among them, poor communications among staff, poor utilization of space, or an inappropriate approach to curriculum. Add to the struggle of the program the individual struggles of children and their parents, and daily life for you, the caregiver, can be at times frustrating, exhausting, but usually rewarding.

Currently you might be entering or already engaged in one of two situations: (1) an empty room which you might assist in filling with equipment, materials, various room decorations, and last but certainly not least--the children; or (2) an ongoing program which has been set up and peopled for weeks or months by staff and children. In either situation, you might experience smooth sailing or a multitude of problems.

In many ways, the program in operation might present the most problems to the new caregiver. It is possible that entering this type of situation might be for you challenging, exciting and interesting. It also could be frustrating, overwhelming, and one of the biggest headaches you have ever undertaken. However, with careful planning, good organization, and ABOVE ALL a sense of humor, you will survive! Your first day (or days) might be fun and pleasant. Your first day (or days) might be like this:

DAY ONE - You are about to enter the center. Suddenly you have lost your nerve--your confidence blew away with the wind--and you are about to run home! You can't run, though. Your feet, feeling very heavy, don't move. So--, somehow you manage to pull yourself together. Now you think, you might even AMBLE in hoping that the way that you walk will spell competence and confidence. You lift your head, clear your throat and prepare yourself to speak in a warm but firm voice. You tell yourself that you can be the boss without being bossy, you will manage this situation...

DOOR OPENS - You see it all! One caregiver has already arrived. Three children came early today. Multiple sneezes reach your ears. You wonder--is this place filled with dust or does that child have a cold? Your eyes scan the room, seen only once before during your interview. You really DID want this job! Somehow today the room seems more cluttered,

disorganized, overwhelming, and... oops, there goes a waterfall over the edge of the sink. You're in charge... (NOTE: COVER THE DRAIN WITH MESH TO PREVENT STOPPAGE.) One child dashes into the bathroom and you hear the paper towel dispensing and dispensing and... right into the toilet. YES, PAPER TOWELS IN THE TOILET. (NOTE: LOCATE A PLUNGER AND KEEP IT NEAR BY.) Question--Is there a janitor in the place?? Tripping over a large wooden truck in the middle of the room (why are trucks in the middle of the room?) you reach the bathroom, roll up your sleeve, and rescue the toilet!

Your ankle is swelling up from your accident with the toy truck. (NOTE: FIRST AID PROCEDURE.) The sneezer begins to... you always did have a weak stomach... throw up. Guess it's not dust. (NOTE: WHAT DO THE MEDICAL RECORDS SAY? WHAT IS THE PROCEDURE FOR SICK CHILDREN?) AND, last but not least--to top off your first ten minutes in your new, exciting, challenging job--the second assistant caregiver just called in sick. He has the flu, and it's a good thing for everyone that he didn't come. But, now what? (NOTE: WHAT IS THE PROCEDURE FOR HIRING SUBSTITUTES?) It is only the beginning of your troubles, but we promise that you will not only survive the day, but you will be back tomorrow! The day will have its bright side!

END OF THE DAY 5:30 P.M. - All the children have left, and the one other caregiver who was present today is also gone--off to a meeting or something else which seemed of great importance. Wish she had stayed to help you clean up and chat. Wish you had insisted that the two of you had had some time together. You look at your watch again. 5:30? Is that all? It feels like midnight, and as you sit down and stretch your legs, your eyes droop and you imagine the director, a friend, a genie--anyone--serving you a steaming cup of coffee or a cold beer. You manage to lift the corners of your mouth and your tired feeble smile somehow radiates "thanks." PHONE! You are startled out of your dreams--deprived of your refreshment. Mrs. Swift wonders why the dickens you didn't think to give Mr. Swift Jamie's boots??? "No trouble at all," you say. "I'll be happy to drop them off on my way home..." (NOTE: DELEGATE RESPONSIBILITY QUICKLY! SOMEONE SHOULD BE IN CHARGE OF CLOTHING CHECK AT THE END OF THE DAY.)

Off the phone and back to a relaxed pose--feet up on a table, you stretch your weary body and employ a "survival technique" you learned on a previous job. Mentally you begin to make a list of the positives of the day. At first your thoughts come slowly. You begin searching. Then your memory gains momentum and you see it all before your eyes...

> Your assistant, shy and slow to relate, quietly tells you that he is glad to have you around. You believe that from him that is a big compliment. Maybe it was his shyness that made him dash out so quickly at the end of the day.

3

Two parents, at the end of the day, mentioned to you how pleased they were to see a quiet time before the children left for home.

A volunteer from a local high school who had come many times before, read a story to two children just at the moment when they seemed to need something special. The volunteer was a real bonus instead of the problem you thought she might be.

At day's end many children had remembered your name. You were no longer confused with your predecessor though you know that she will be missed by the children.

You and the cook seemed to get along quite well. She could be very helpful to you and certainly important in the lives of the children.

Suzanne, a four-year-old, was initially reluctant to speak to you. As a matter of fact, she was downright hostile; but by the end of the day she had whispered to you, "Please come back tomorrow."

Feeling good about having balanced the three-ring-circus-like day with memories of a number of successes and pleasantries, you come back to the reality of the moment. Your memories fortify you to move onward. You touch your ankle and think of the trucks. You make a truck garage in the corner of the room and label it as such. Room rearrangement? Well.., you promised yourself that you would do this after careful consideration and discussion with your co-workers. The previous caregiver might have been excellent when it came to music and art (you saw evidence that she was), but she certainly was uninformed when it came to good utilization of space. With little hesitation, you decide to fold up the fireman's gym which is in the middle of the room.

Before closing up for the night, you make a note of things which must be taken care of this evening or in the morning. A trip to the hardware store and a call to the director might help you in preparing for tomorrow... mesh for the drain, a plunger, first aid procedures, medical procedures for sick children, procedure for substitutes, talk to staff about clothing check at the end of the day, go over the daily plan, take a list of the children... You set up some materials for the morning, check the windows, look in on the animals, and with your notebook under your arm and Jamie Swift's boots in hand, you lock the door and a very full day behind you.

Where to now? Jamie's house and the hardware store and home to sort out a few things. Hot dinner and bed seem to be foremost in your mind; but you know that your list of "things to do" for tomorrow must take priority. Maybe hot dinner and then the list! A little relaxation might be just what you need before tackling your chores for the next day. You know that the meager list you have far from covers the necessary action you will eventually have to take. Your increased awareness of your center's policies and routines and your few acquisitions at the hardware store will not turn the tide from hectic, overwhelming and just plain chaos into a peaceful or at least relatively pleasant daily existence. However, your efforts for the evening will make a start; and day by day you WILL chip away at all that needs to be done.

Three areas in which we think that a beginning caregiver should take immediate action are (1) health and safety, (2) staff communications, and (3) knowledge of the children and their needs. However, before taking action it is a good idea to STOP, LOOK and LLSTEN. Take time to evaluate. Step back and assess the situation. Look at the surroundings. REALLY look. Make a mental image of the room and every nook and crannie and doorway and window. Listen to the voices. REALLY listen. Are the sounds of the children happy sounds? Are they sounds of distressed and disgruntled children? In response to the children, how do the adults sound? Are they loving and helpful, giving and compassionate? Are they perhaps condescending voices or tired and overworked voices? What do you like about the life at your center? What do you dislike? Pretend that you are a fly on the wall rather than a very involved caregiver. Practice looking and listening and soon you will be surprised at the amount of insight you gain into your situation. This insight will assist you in preparing for positive action toward a more successful and smooth running program.

Following are some guidelines for your convenience. It might be helpful to have copies of these for your co-workers. We believe that all three areas covered are of significant importance to the success of your program. All three topics--health and safety, staff communications, and knowledge of the children and their needs--are dealt with at greater length in other parts of the

handbook. What follows here is for a quick checkup. Material in these guidelines is very basic.

HEALTH AND SAFETY GUIDELINES

1. Check medical form of all the children for whom you are responsible. Familiarize yourself with any of the chronic conditions (allergies, etc.) of the children. Make yourself aware of any physical limitations of any of the children.

2. Check trip permission slips and trip routines. Check on insurance coverage for staff taking children on trips. Make sure that your agency has insurance coverage for you when you are transporting children to and from the center. Don't be afraid to refuse to drive children if the agency does not have adequate insurance coverage.

3. Locate or purchase a first aid kit and check procedures for medical emergencies. Staff is rarely allowed to administer medicine. However, small cuts should be attended to, and it is essential to have band-aids.

4. Familiarize yourself with arrival and departure procedures with the entire staff. Check all entrances and exits and the general traffic patterns to and from the yard and to and from the room or rooms you use. Check timing and transition times. Is there a period in the day when the children are sufficiently undersupervised so that children may wander off and leave the premises?

5. Know the adults who bring and pick up children. Don't be embarrassed to ask the identity of individuals if you have any doubts about who they are.

6. Check the play yard for unsafe equipment. This might include sharp edges on slides, broken wheel toys, swings that are positioned too close to other equipment. Remember, your eye and head level is much higher than the children's. Think child height when you are checking for dangers. Is there equipment in the yard that is inappropriate? Are there broken bottles and other foreign matter that should be removed on a regular basis?

7. Check the room (or rooms) for unsafe equipment. Check for exposed nails and hooks that may be of eye level of children (from the shortest to the tallest).

8. Check traffic patterns in the room. Is there any one area which seems to prompt negative behavior, and does that negative behavior lead to accidents?

STAFF COMMUNICATIONS

The difference between a mediocre program and one of merit is frequently due in part to the quality of staff communications. Expensive equipment and fancy buildings can be meaningless without the dedication of staff to working together as a team. This team is not something that just happens. It requires effort on the part of all concerned.

The caregiver in charge has as his/her responsibility the utilization of the talents of all staff. It is up to the caregiver in charge to outline areas of responsibility for each assistant, aide or volunteer. It is up to the assistants, aides, and volunteers, on the other hand, to ask questions and seek out information necessary for clarifying responsibility.

The beginning of good teamwork can begin your first day. Some helpful hints in aiding communications are:

1 - Have home phone numbers of all individuals with whom you are working.

2 - Establish the chain of command so that each staff member is aware of his/her specific duties.

3 - Have a plan for shifting responsibility when one staff member is ill or otherwise unavailable.

4 - Set aside time EACH DAY for an evaluation of the day's activities. At this time make a plan for the next day. Consider the individual needs of the children and the needs of the group as a whole.

5 - Work out a comfortable shorthand (silent and verbal) among the staff so that both positive and negative occurrences may be communicated among staff quickly and easily.

6 - Plan weekly staff meetings at which all staff can be present. This can be done by having special nap time coverage. Often volunteers can be found for this job. In many cases Board members will give service for this type of coverage. Volunteers need an orientation and clear guidelines, including emergency procedures. Children should be aware of personnel changes so that they are not alarmed by seeing a strange face.

We realize that being a boss is not easy. Part of being the caregiver-in-charge means that you are a boss. In an effort to assist you in being a boss (or as an assistant or aide, seeing the other side), we have included some tips for the initial staff meeting and staff meetings in general.

Discussion of children in meetings should benefit both parent and child. If this is not the purpose of the exchange of information, then it usually is gossip and you should not permit it to continue. Each subject of discussion should be completed before moving on to the next topic. This helps to alleviate any later misunderstandings about what may or may not have been decided or said.

GUIDELINES FOR STAFF MEETINGS

Some Pointers:

Have a list of topics to be discussed and make sure you cover those topics. Give staff an opportunity to discuss what is on their minds.

You will always do the best staff development when you ask questions. Telling, as such, is seldom as effective.

An important fundamental guideline to remember: Never let a problem go without talking about it. By discussing it you clarify it. To allow a question to remain with the hope it will just disappear means that you are bypassing a point of staff development. The free flowing exchanges of questions and ideas is an active and continuing base for staff growth and understanding. When that breaks down, communication suffers.

The First Staff Meeting:

Try to establish an informal atmosphere.

Make sure you can be in touch with co-workers by telephone if necessary.

Ask everything you wonder about:

What time do the children arrive/leave each day?

What time do staff members come in?

What is the average daily attendance?

What are the yard rules?

What are the indoor rules?

What are some of the special interests of the children and parents?

Your wonderings... about yourself.

When do I get paid?

I have never seen a copy of the personnel policies.

Who is supervising me?

Is this the right career?

After the Initial Staff Meeting:

1. Pinpoint the purpose of the meetings--administrative, training, or a combination of both.
2. Know what you want to accomplish and communicate to your staff--your objectives for the meeting.
3. Work within a time limit, and let your staff know what this time limit is.
4. Decide how to motivate your staff.
5. Decide how to meet the needs of the staff group.

Some Workable Formats: (Dependent upon your needs)

I. Announcements.

Discussion of current or upcoming problems in center's operation.

Recommendations.

II. Discussion of individual child's problems. Suggestions for handling these problems.

III. Brief talks by visiting speakers in area of center's needs.

Summarize meeting.

SOME GUIDELINES TO GETTING TO KNOW
THE CHILDREN AND THEIR NEEDS

1. Have name tags for the children. Using these for a few days can be very helpful. The children won't mind; and you shouldn't be embarrassed to do so.

2. Taking pictures of the children is a fun activity for them and helpful to you in getting acquainted.

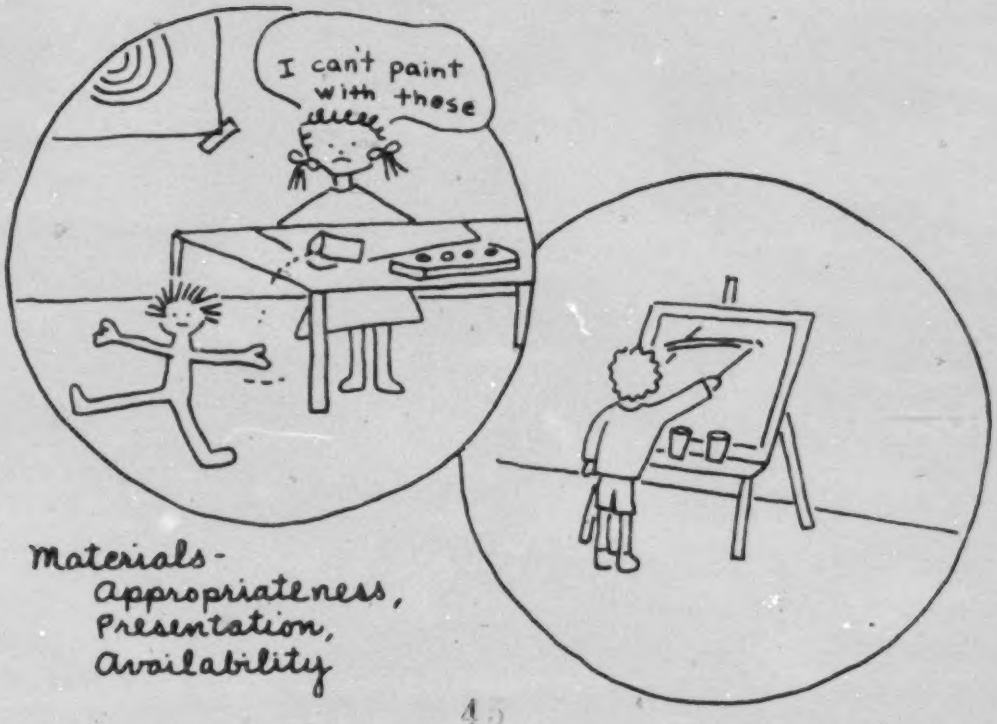
3. Check on the intake records, notes from past caregivers, and medical records.

4. Do your own diagnostic work. This can be informal and of short duration with each child. A ten-minute conversation with each child, use of some manipulative materials, and an observation on the play yard will give you enough information to be helpful in the first few days of planning. It is important to remember that you have a group of individuals, and all these individuals may be on different levels of development.

Chapter IV

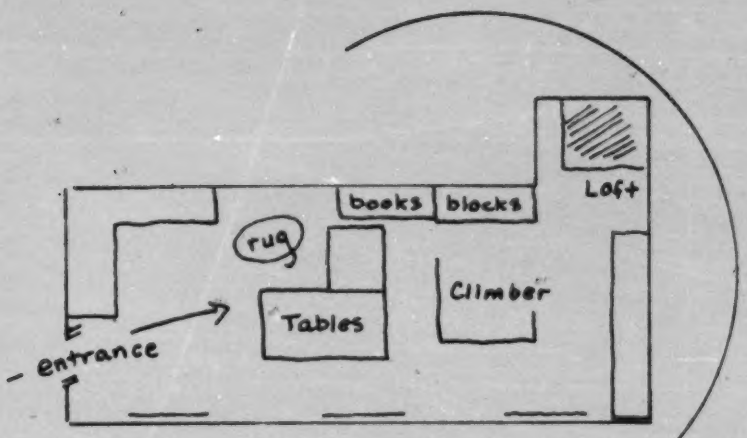
Elements of A Good Program

The meaning of curriculum for Day Care

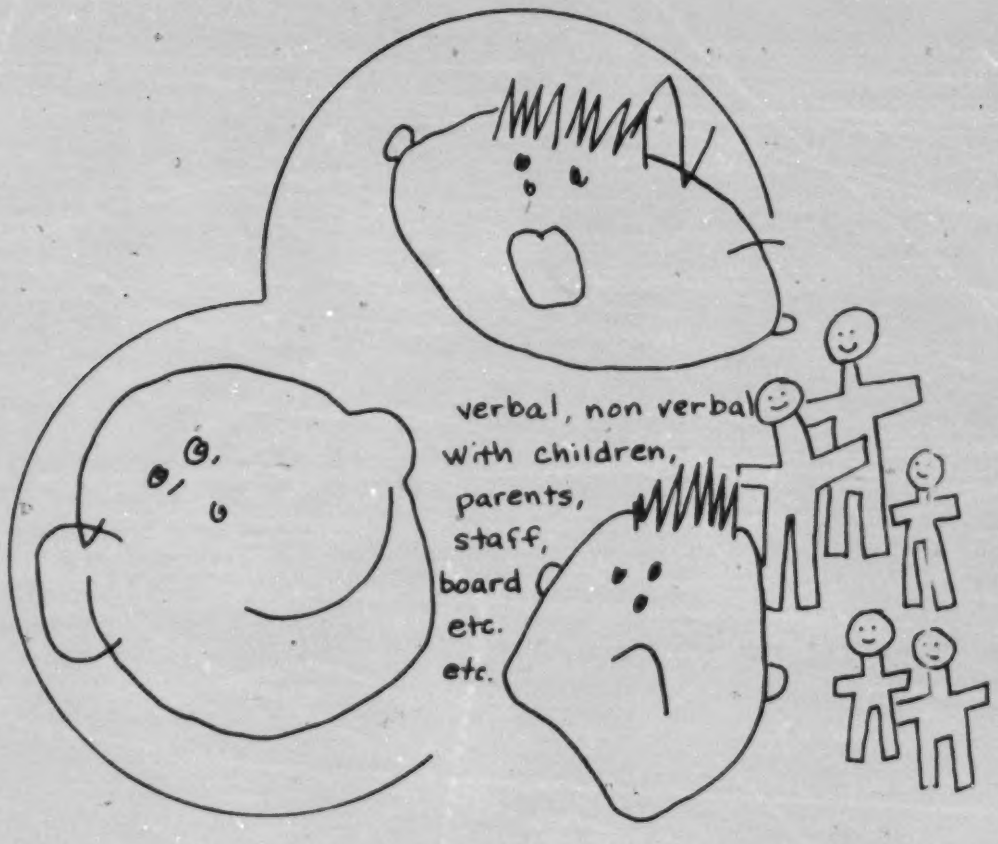


Materials-
Appropriateness,
Presentation,
Availability

and more



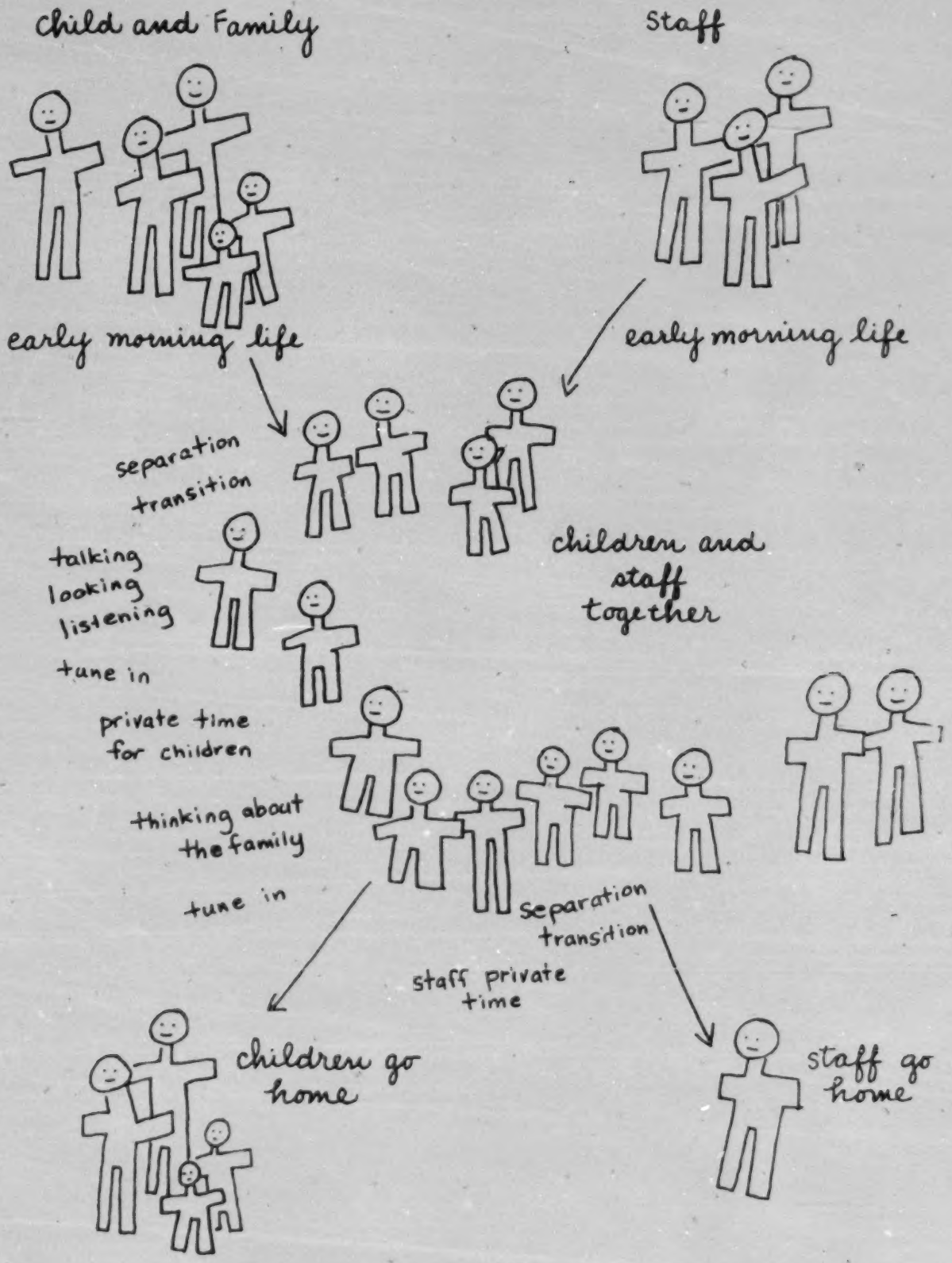
Room Arrangement
and Traffic Patterns
Is this good space?



Communications in Day Care

and more

Scheduling the Day



CHAPTER IV

ELEMENTS OF A GOOD PROGRAM

Good day care is as much atmosphere as organization. It includes an awareness of what is appropriate for day care curriculum, a comfortable room arrangement, a well-planned day, and the realization that day care is daily living. Good day care is flowers on the lunch table (real or made by the children) for decorative purposes and personalized place mats for health reasons. Good day care is non-verbal as well as verbal cues to your co-workers. It is being supportive of parents and giving supportive care to the children. In addition, all the elements of a preschool

program should be part of a day care program. That is, activities, materials, equipment and interaction that enhance the social, emotional, physical and cognitive development of the young child. For those children from families that temporarily cannot provide a loving environment, a day care center needs to make this available to them.

We cannot give you formulas or recipes for making things work. We can assist you in learning to observe and evaluate. To this end, we offer guidelines, for putting together a total program--one that fulfills the needs of both the individual and of the group. The construction of a good program, as we see it, begins with consideration of and insights into the following:

1 - The meaning of curriculum for day care

2 - The appropriateness, presentation, and availability of materials

3 - Room arrangement and traffic patterns and their effect on behavior and interpersonal relations

4 - Communications network in day care

5 - Scheduling the day

(DISCUSSIONS OF THE ABOVE TOPICS FOLLOW)

CURRICULUM

What comes to mind when you hear the word "curriculum"? If you have had any elementary school teaching experience it is very natural to think immediately of lesson plans, a certain body of information and a special way this information should be taught. If you haven't taught school, just remembering your own experiences in school might conjure up for you the more conventional definition of the word curriculum--that is, "lessons to be taught."

It is understandable but unfortunate that children, parents, and even caregivers often speak of day care as "school." For each there is a legitimate reason for doing so. For the child, the idea of going to school might be both exciting and easier to deal with than going to day care. For the parent, it could be less guilt provoking to think in terms of school rather than day care. And for the caregiver, because of how society has treated those in caregiving professions, it might fulfill a status need to speak in terms of school.

With this frame of reference, it is not surprising, then, that day care curriculum might easily be thought of as the "lessons to be taught." When asked what a day care curriculum consists of, a caregiver might respond by saying:

"We teach the children letters, numbers, shapes, colors, days of the week..."

Children do indeed learn letters, numbers, shapes, etc., in a day care setting, just as they learn them at home. However, this is only a small portion of what the children should be exposed to. We note throughout this handbook that day care is daily life for young children. Consequently, the experiences and activities of the children--including relationships with caregivers and other children and the use of materials and equipment--should be planned so that the child learns to cope with himself and life situations.

The experience and activities which provide opportunities for the child in learning to cope with himself and life situations we term the educational goals of day care. These goals, planned in accordance with the individual needs of each child, should help him to

- acquire a sense of his own identity and personal worth
- develop self control and responsibility for himself and others
- become a participating member of a group
- select behavior appropriate to different expectations and circumstances
- acquire and apply new knowledge and skills appropriate to his age
- become familiar with the things in his environment and with the larger world
- integrate and utilize his experiences

The role of the caregiver within the scheme of things is extremely significant. First and foremost, it is the caregiver who--either directly or indirectly--guides through clues from children all activities and experiences. It is the caregiver through whom all the benefits of the center's program reach the child. The caregiver, as educator in its broadest sense, is concerned with all aspects of the child's growth and development. The caregiver's skill provides the setting as well as the climate of friendliness, guidance, and interest necessary to promote developmental opportunities.

What the caregiver offers, then, is all encompassing care for the child; and in this vein we define curriculum as everything that happens during the course of the day with the children. This includes the content of the interaction between children and adults; the content of the interaction among children, themselves; the content of the interaction between children and materials; and the style in which these activities are presented.

"But," you might say, "what of the lessons?"

During the course of the day there might have been a lost shoe, a scraped knee, a story that needed to have been read, success at flushing the toilet, joy at buttoning a jacket, jubilation at having built a structure. Within all those interactions there

could have been an opportunity to count shoes, talk about pairs, look at blood, discuss construction of toilets, look at circle buttons and oval buttons, and discuss all the shapes that went into the block construction. In addition, someone discovered that with a bit of turning, three blocks spelled "cat." In this quick sketch of a day's happenings we hope we have illustrated how it is indeed possible to concentrate on daily life and within that concentration find endless opportunities to teach!

SUMMARY

We offer a contrast to the more traditional school-oriented approach to curriculum because day care is indeed in contrast to a traditional school setting. Your interest, as the caregiver, is the whole child; and to fulfill the needs of the whole child your job as caregiver is all-encompassing. We urge you to give careful consideration to our approach to curriculum. It is important to remember that you are always teaching; but you are much more than a teacher!

MATERIALS

Our major emphasis with regard to materials is on appropriateness, presentation and availability. We realize, though, that acquiring materials frequently is foremost in the minds of those beginning or reorganizing a day care program.

The extensive list of necessary supplies might seem overwhelming; and even though many attractive and valuable items are expensive, you need not feel defeated. With a little ingenuity and some effort you can easily solve the problem of filling a room--or even a group of rooms--with the appropriate basics for an early childhood program.

Programs on a shoestring, dependent upon the staff's ability to duplicate, improvise and invent, function just as well as those programs equipped with the most expensive of materials. A good --and free--resource is educational catalogs. They are filled with excellent ideas; and it is frequently possible to copy a piece of equipment just from the picture.

With cheap (or free) materials, the confidence to wade in and experiment, and a little know-how you can easily create many of the basics. There are a variety of excellent books on construction of materials. Some are listed in the Appendix along with the names of some educational catalogs and sources for

free or very inexpensive materials. You will discover that your head work, leg work and hand work will be rewarded. The slightest alteration of a corregated carton into a train or space ship will provide hours of creative play by the children; and their appreciation and utilization of homemade housekeeping equipment should convince you that your version of these items are as functional as the ready-made ones.

Appropriateness of Materials

Clomping around in a grown-up's shoes is both fun and an excellent opportunity for a child to try out different roles. Attempting to paint with adult-size paint brushes from a small tin of water colors can be unproductive and frustrating. One experience offers endless rewards; the other can rarely prove successful. It is up to you, the caregiver, to approach each learning area in your room and assess the appropriateness of your materials.

"How?" you ask. "What do I look for?"

First of all, ask the following questions:

Does the item provide a positive learning experience or the opportunity for kids to be kids?

Is it a safe item?

Is it easily manipulated by the children for whom it is intended?

As we noted, in the dress-up corner, men's shoes or boots or low-heeled women's shoes provide endless play opportunities. However, a pair of high-heeled or platform shoes could be dangerous. Jewelry, usually loved by most children, could mean disaster if there are sharp edges or exposed pins. Smocks, much needed for water play and art projects, might prove useless if slipping into and out of them is too complicated or too time-consuming for the children.

When evaluating your equipment and materials it is important to consider the individual children you serve. Not only are there major developmental differences between older twos and young fives, among each age group there can be vast differences. Staff would have an easy time providing appropriate materials to groups composed of children with similar skills and on similar developmental levels. However, even for those groups that encompass a wide range of ages and developmental levels, fulfilling each child's needs with the appropriate materials is not impossible!

Through careful guidance, you can assist the child in choosing materials that will give her successes and at the same time help her develop new skills. In a group of children in which skills vary greatly, it is important to communicate to the child what her expectations of herself might be with regard to specific materials. If Rose has just mastered stacking large wooden blocks,

congratulate her on this accomplishment to help her to utilize her skill. Don't expect her to begin intricate building patterns and prevent her from feeling intimidated by more sophisticated builders. By guiding the child to see his/her own progress--his/her growth from last week, last month, or last year--you can avoid a competitive atmosphere; and you prevent the younger or less developed child from feeling inadequate.

Through your role as caregiver, you can manipulate your materials to work for you and the children provided these materials are suitable for your purposes.

Presentation of Materials

The table in the art area was set up for four children. There were four coffee cans--edges covered with masking tape--one at each place. In each can was an inflated balloon. Beside each can had been placed strips of newspaper and dishes of wallpaper paste were on the table. There were four chairs at the table that were empty. A caregiver sat at the head of the table in a fifth chair.

The four children on the list for today's papier mache activity knew who they were. After returning from outdoor activities, they shed their coats and boots, and with the assistance of a caregiver who was waiting by the door they hung up their wraps.

"Jean is waiting for you," the children were told. Off they skipped to the art area where they were greeted by Jean who said, "Have a seat, we are ready to begin." As they were getting seated, Jean spoke of how they were going to cover the balloon with sticky newspaper. "I know how!" shouted Kate. "I saw Sam do it yesterday." Another child, eager to begin, started covering a strip of paper with the glue. A third child was fingering the sticky mass and seemed to be enjoying the feel of the cool paste. The fourth child said, "Ugh," but after shoving his thumb into the mass of glue, he was less reluctant to finger the squishy stuff.

Here we see a well-prepared activity and a smooth presentation of materials. The caregiver was ready for the children; and the children, prepared for the activity, brought a positive excitement to the situation. The setting was structured but not overly controlled. Perhaps for one child feeling the paste would be the highlight of the activity. For another, the completion of the product would be most important. The point is that time and effort had gone into being ready for the children; and this preparation prevented tension for all concerned. Energies were utilized for experimentation and enjoyment and communication.

Presentation of materials takes thought. It takes the ability to anticipate. It calls for communication among the adults involved and with the children. We have outlined here some questions that might prove helpful when considering your presentation of materials:

- What are the needs of the individual children who will be using these materials?

- Would free choice among the group as a whole be suitable to the activity, or would arranged grouping be more satisfying and successful for the children?

- Is there sufficient time allotted for a given project?

- If the materials are relatively new to the children, have they had sufficient opportunity for examining the materials?

- If an "old" material or piece of equipment is being utilized for new purposes, are the children sufficiently prepared for this adventure?

- Are every day items utilized to their fullest for learning experiences?

An art project is an activity which by its very nature prompts us to prepare. Some preparation might be more effective or

more complete than others; but merely by seeking out the four coffee cans, taping them, mixing the paste and cutting the paper, the caregiver was preparing for the children. By taking care of these chores before the children arrived at the table, and through communication with adults and children, the caregiver made the presentation a successful one.

A more difficult presentation is the type that involves materials which are in cabinets or on shelves day after day. It is easy to assume that the children will use these materials--such as blocks, farm animals, dolls, lotto games, etc., because they are there. Insuring that these materials are readily available, though, does not always mean that they will be utilized to the fullest.

Blocks, for example, lend themselves to a wide variety of uses; but it takes the thoughtful caregiver to utilize the many possibilities the material lends itself to. There is simple construction for the very young and complex structures for the sophisticated builder. For the former there is the excitement of developing a skill and the joy in having the freedom to demolish. For the latter, block building can take on an entirely new dimension. The world around us--made familiar to the child through actual experience or from books--can serve as the inspiration for children's construction. With adequate

preparation on your part, block building can be utilized to teach children about the immediate world about them, the world of the past, and the world of different cultures.

> The caregiver sat down on the floor in the block area with a book about the city. Two children meandered over as Jan was browsing through the book. Sam said, "I know that book, it's the city book!" Jan responded by asking, "What do we find in the city?" - "Houses and streets!" chimed Tim, "like this..." As he pulls out half a dozen unit blocks, Sam says, "I'll get the people."

Here, the initial preparation was having the book ready and being present in the block area to receive the children. The caregiver could remain available to supervise the activity but not the construction, per se. As a resource, she can teach new skills as they are needed to complete the children's creation.

In addition to using blocks for skill building, through little expense a day care center can equip itself with a wide variety of blocks, among them: unit blocks of wood, cardboard bricks, alphabet blocks, plastic interlocking blocks. Shoe boxes, canned goods, and liquor carton inserts also offer endless building possibilities, and as a teaching device to acquaint the children with the world, blocks lend themselves to teaching math concepts (unit blocks) and to experiencing spontaneous music (rubbing together or clapping together wooden blocks).

Whatever your material or your intent for the utilization of this material, a thoughtful presentation is both beneficial for the children and frequently tension-reducing for the caregiver.

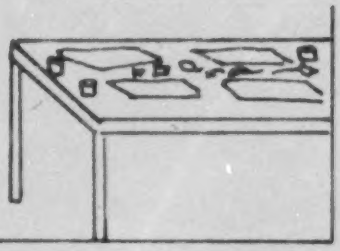
We don't mean to imply that every minute of every day needs to be carefully prerecorded in the manner of lesson plans (though a daily plan book is essential). However, it is helpful to think ahead, create interesting and meaningful ways of presenting materials. File these ideas in the back of your head and utilize them as the opportunities arise. The best of materials can go to waste unless the caregiver (1) has tuned into the potentials of the materials, (2) has realistic expectations of the children, and (3) has taken the time to make a successful presentation.

Having considered the nature of your materials and your presentation, it is then essential to leave room for flexibility. All materials--from art supplies to xylophones and everything in between,can have the intended purpose from the adult's perspective and the endless possibilities from the child's perspective. With you, the caregiver, as both resource and participant, you and the children can explore properties and possibilities.

If we, as adults--caregivers, teachers, parents--can leave ourselves open to learn from children without abandoning structure or abdicating responsibility, daily life can be more meaningful and more pleasant. This attitude of openness is useful when considering the presentation and utilization of materials.

Some Notes On Art Projects in Day Care

Have materials ready for children.



Take time to have the children look at their work.

Hang pictures at children's eye level

NOTE: Only show children's drawing if they give permission!

Availability of Materials

Sam went to the library corner. In need of a quiet time, he had decided to curl up with a book and made a bee-line for the bean bag chair. There beside the chair, in a rack, were a number of books; and Sam made his choice.

Cynthia checked the block area. There were three children there already; and she counted, "One, two, three," pointed to herself and said, "four." She noted the sign on the wall indicating that this was a "four person" place. She then proceeded to select her materials. The cardboard bricks were in use and so were some of the wooden blocks. She located a portion of the wooden blocks not in use, filled a wooden truck with what she needed, and rolled the truck to a section of the block area where she could build.

Tim reached into the cabinet and carefully chose two pieces of construction paper and a pair of scissors. He placed his materials on the nearby table, went back to the cabinet to locate a stapler, some ribbon and yarn. With supplies in hand he returned to the table. He did his cutting, stapling and constructing; and in short order he had completed his creation. He ran to Jan, the caregiver, who was sitting nearby. Excitedly, he exclaimed, "I got the stapler to do it!" With Tim's permission, the creation was hung at Tim's eye level; and he stepped back to admire his work. Jan suggested he clean up; and Tim gathered together his scraps, deposited them in a nearby waste basket and returned the scissors and stapler to their proper place.

Here we see three examples of children operating effectively as independent individuals. In each situation, the child was able to locate and extricate materials without the assistance of an adult. That is not to say, that the children should be left to their own devices throughout the day without interaction. (Our consideration of the importance of child/adult and child/child interaction is illustrated in the section on communication.) The point we wish to make here, though, is that it is important for

materials to be available in unencumbered ways.

What if:

- the bean bag chair had been filled with wooden toys when Sam slid into it?
- the books on the rack had been piled so high that Sam had been unable to locate the one he had wanted?
- there had been a variety of miscellaneous toys in front of the block cabinet?
- the cabinet with the art supplies had piles of newspapers and magazines overflowing the shelves and hiding yarn, stapler, and scissors?

Having a neat orderly room is not always possible every minute of the day. However, during times when the children are free to choose materials it is absolutely essential that these materials are readily available. Also, it is important that on the way to his or her destination, a child not be entrapped by falling puzzles or scattered games.

Some questions you might ask yourself about your surroundings:

- Does placement of your materials and supplies encourage independence or prompt dependence?
- Are boxed materials in containers that children can handle?

- Are puzzles, games, and other table toys placed for easy access?

- Are pathways from area to area large enough so that materials will not be brushed off cabinets?

SUMMARY

With some initiative on the part of staff and often little expense, adequate materials can be constructed to supply a day care program. Having the materials on hand is only the beginning! To insure good programming and maximum benefits from materials it is essential to (1) consider the appropriateness of the materials, (2) give attention to how materials are presented, and (3) make certain that materials are placed in the room in such a way that independence is fostered and frustration is avoided.

MATERIALS need not be expensive to be effective.

MATERIALS often can be constructed from recycled items.

MATERIALS can be utilized to encourage independence, to develop skills, and to teach communications.

MATERIALS when rotated from week to week or month to month offer "old-new" items to the children. This adds interest to the program without adding cost. It also helps avoid clutter in your room.

MATERIALS need to be well cared for. If things are damaged beyond repair, discard them or recycle them in an art or construction project. (If recycling is considered, check for sharp edges.)

MATERIALS should be displayed in moderation. More is not always better. Avoid overstimulation and confusion by avoiding clutter. The world is a confusing place for young children, and it is the responsibility of the caregivers to assist the children in finding order. Placement and amount of materials should be displayed with this in mind.

MATERIALS can be prepared ahead of time. Collage kits, construction kits, writing kits, creative play kits, and a variety of other types of kits can be preassembled and utilized at the appropriate times. This is one way to individualize activities and it is especially useful when dealing with a number of age groups in one room. See the APPENDIX for more information on Learning Kits in Day Care.

ROOM ARRANGEMENT AND TRAFFIC PATTERNS AND THEIR EFFECT ON BEHAVIOR AND INTERPERSONAL RELATIONS

We firmly believe that good space encourages positive behavior and positive interpersonal relations for children and adults. Bad space, on the other hand, can lead to negative behavior and negative interpersonal relations for children and adults. What do we mean by good space, positive behavior, positive interpersonal relations, bad space, negative behavior, and negative interpersonal relations? In this section we will (1) give you our definitions of these terms, (2) discuss children's needs in terms of space and where they might be coming from, (3) illustrate both good and bad space, (4) offer some suggestions for how you might go about arranging your room or group of rooms, (5) present illustrations of four day care settings and an analysis of how space is utilized in each setting. In the next section, Communications in Day Care, the major focus is on how to effect positive communications. In two parts of that section we will refer to physical space and its effect on the behavior and interpersonal relations in question.

Defining Our Terms

To us, good space means that your furniture and equipment are placed so that there are clear area distinctions with appropriate materials in their places. Good space means that children can be both dependent or independent as their needs dictate. Good

space means that daily living can progress from activity to activity without undue stress on any one individual. Good space also means that children with exceptional needs--those prone to tantrums or with medical problems or who in some way at some time cannot manage--will not greatly disrupt the lives of the children and adults around them.

Positive behavior, in a day care setting, we see as that behavior which is constructive for the growth and development of the individual without impinging upon other persons or being destructive to materials and equipment.

Positive interpersonal relations we see as not "bumping" into one another in a physical and verbal sense and showing an awareness of others by being polite and being able to share. There are many stages of sophistication with regard to the above. Each child should be evaluated periodically, in a general sense, and in individual situations on the basis of where he is coming from behavior-wise and what expectations have been outlined for him and to him.

Examples of bad space in a day care are: not having a place for children to have a private time, not having an isolated area for sick children, having climbing equipment close to quiet activity tables, or having water play and painting near the library corner. Bad space is space without boundaries, space that fosters frustrations, interferes with the needs of children and adults and prompts chaos and a harried, frenzied existence.

Negative behavior is destructive behavior, and negative interpersonal relations is communication that fosters impoliteness, lack of ability to recognize the needs of others and physical and verbal bumping.

Children's Needs in Terms of Space

The principle stated above that good space encourages positive behavior and positive interpersonal relations and bad space prompts negative behavior and negative interpersonal relations is applicable to places other than a day care setting. It stands to reason that a child coming from a crowded living situation is unlikely to be skilled in effecting positive interpersonal relations. It is difficult to be loving, giving and understanding of others when you share a room or possibly a bed with siblings, have little privacy and limited or no space to call your own.

We realize the diversity of backgrounds from which children come who are in day care; and we do not wish to imply that all day care children live in crowded living situations. However, a good many children who are in day care do indeed live in limited space and they suffer because of it. Therefore, it is necessary for the day care setting to offer a different type of physical space. In addition, it is important that the children be taught what behaviors are expected of them in that space.

Frequently we have heard caregivers say to children, "That is an outdoor voice. Keep your voices down inside," or "You do not run inside, that is for outside. We walk inside." What many caregivers have done is to divide physical activity and voice tone into two catagories: the inside activity and voice, and the outside activity and voice. This often comes across to the children as a very clear-cut distinction: soft and slow inside and loud and fast outside. However, movement and speech are not either black or white. There are various shades of gray--all of which are significant to the child in terms of his being able to express himself. Jumping with joy, prancing like a pony, chirping like a bird, or an occasional "whoopee!" are all appropriate responses at certain times, and in good space they are not disruptive.

Summary

What we are saying, then, is that day care must provide good space that allows for a wide range of movement and verbalization. Caregivers must assist the children in learning how to use their space so that the children may explore their environment and discover their own potential. Given a setting which will aid the caregiver in achieving this, positive behavior and appropriate interpersonal relations must be taught actively with due consideration to the children's home environment.

Illustrations of Good and Bad Space

Perched in the loft, a carpeted plywood platform with wide railings, two children were comfortably snuggled into a bean bag chair sharing a book and a quiet moment.

Directly underneath the loft, in the housekeeping area, there were three children engaged in "baking" clay cookies. A caregiver in this area was available both to them and the children in the library corner in the loft.

In a far corner of the room, removed from the path of traffic, was the block area. An audible "Kaaa-ra-dee CHOP" could be heard as one of the children used his arm to topple a building. Though the sound reverberated for a split second, it wasn't close enough to anyone outside the area to be disruptive. The rug in the block area absorbed the sound of the falling blocks.

Not far from the blocks were three children playing in the sand table. Their absorption in the activity made them oblivious to the noises around. Their adequate isolation from other areas made this absorption possible.

In a large packing carton filled with washable pillows, a girl was resting among a collection of fabric friends.

Under a table which had been draped with fabric to create a post office, two children were engaged in sorting and counting mail.

What we see above is the peaceful co-existence of numerous activities in a setting we could describe as good space. If we were to redesign this setting by simply moving the block corner underneath the loft, what would happen is that the quiet necessary for the library corner would be destroyed. Children seeking the refuge of the loft would discover that their reading time and thinking time would be in competition with the obvious--and appropriate--noise that emanates from the block area. The change would be slight, the consequences great!

Below we describe for you a setting that we see as obviously bad space. Following the description are comments as to how this bad space might be rearranged so that the living area is more comfortable for staff and children.

> Three boys came rushing through the doorway into the classroom, one of four in a center located in the basement of a housing project. The doorway--entrance to the room--was also the block area and the writing area. To the left was a cabinet of blocks and to the right was a chalk board, a box of chalk (on the floor), and some construction paper and crayons also on the floor. The entire area in question measures about six feet by eight feet. As the boys raced through, one building was knocked down and two drawings were destroyed. The child who had been building yelled, "Look what you did!" The child to whom the drawings belonged screamed, "Damn you!" One of the runners responded by saying, "Shut up!" A caregiver, not seeing the activity but hearing the interchange called, "Your language is terrible. That's no way to talk."
>
> Adjacent to the block and writing area were three tables in a "T" formation. At the tables, six children were cutting and pasting. Three feet from the vertical leg of the "T" was a five foot high tent-shaped climbing device from which four children were climbing, swinging, and hanging. A fifth child who obviously wanted to be on the climber made periodic attempts to join in but was pushed off. One child finally fell off the climber and was knocked into a chair on which one of the pasters was sitting.
>
> To the left of the tables and climbing device was a newly constructed loft which was not yet in use. Underneath the loft was the housekeeping area. The loft had cut off almost all light to the housekeeping area. It was too low for a 5'2" caregiver to move in comfortably. Furniture and equipment were attractively arranged in this area, but for some reason it was off-limits. Two children attempted to go in and were told to "Keep out of there."

In contrast to the first setting we presented, there is very little peace in the above room and without a doubt, peaceful coexistence of numerous activities is impossible. The bad space has prompted tempers to flare and precious works to be destroyed.

The space is very limited. The entire floor area measures 35' x 20'. However, there is an adjoining area of about 6' x 10' which is available to this group. The block corner could be moved to part of that annex up against the wall so that incoming traffic will not interfere with construction. There is another possible entrance to the room. This could be used except for emergencies and the sliding door which separates the room from the hallway could be blocked off from traffic. If this is done, then having a writing area there might work. The climbing device should be removed. There is a room down the hall with climbing and sliding equipment. This room should be utilized by this particular group. There is probably nothing that can be done to raise the roof on the housekeeping area. However, there is a small (2' x 3') area at the entrance to the housekeeping section where some equipment and a small chair could be placed so that an adult could position herself to see other parts of the room, supervise and participate in housekeeping and not feel claustrophobic.

Summary

In our discussion of good and bad space we point out how room arrangement encourages either positive or negative behavior and prompts either a relaxed atmosphere or a tense setting. Both children and caregivers are easily swept along by the tone of the room. For you to evaluate your space, begin by asking whether there exists a pleasant setting with good communication or an unpleasant setting with verbal and physical bumping. If you have the latter, look at your room arrangement as a beginning.

GUIDELINES FOR ARRANGING YOUR ROOM

To achieve good space you might need to make many attempts at arranging equipment and furniture. Your goal: the utilization of your room or rooms to best advantage so that the integrity of the individual can be maintained and all the individuals--children and adults--can function as a group. Easy? Indeed not! Possible? Yes!

What may be obvious to one in arranging a home is not always so obvious to one in arranging a day care center. It might sound ridiculous to say that a toilet does not belong in a living room! Perhaps. It doesn't sound so ridiculous to say that a fireman's gym does not belong in the middle of a room intended for the daily life of fifteen children and three adults. Though it is true that large open areas with equipment that invite vigorous activity is an important part of children's daily life, such a setting in the middle of the living area leads to elevated noise levels and few controls for the children. In arranging a room, as in presenting materials, the caregiver should recognize his or her role in providing structure and assuming the responsibility for the tone of the group.

Every room or group of rooms has its idiosyncracies. Too many doors, too many nooks and crannies, not enough floor space, and

supporting columns are just a few of the problems one might encounter in arranging a room (or group of rooms). These obstacles can be overcome with careful planning. We think that a useful way of approaching room arrangement is to (1) make a list of your needs, and (2) make a floor plan. You need not have great artistic talent to sketch your room. Have the proportions fairly accurate and you have enough of a model with which to plan. A roll of masking tape can be helpful. After your floor plan has been made and before you begin to move heavy furniture, you might tape the areas in question. By placing tape on the floor in the configuration of your furniture, you have an opportunity to visualize the space it will occupy and you will have a chance to analyze the remaining floor space. Your empty space is as important as your filled space, for traffic patterns are as crucial as furniture placement.

As we have mentioned, in addition to supplementing parental care, day care should provide all the elements of a good early childhood program. This means that you need equipment and activities that prompt the development of physical, social, emotional and intellectual needs of the children. Suggested areas might be:

1 - Book or Library Corner

2 - Quiet Area

3 - Housekeeping Area

4 - Art Area

5 - Puzzle and Table Game Area

6 - Block Area

Each of these areas might well be utilized for other purposes; and in addition to those six areas mentioned, you might include a science corner, a cooking area, and a sand and water table. As the needs of the individuals and the needs of the group change, you, the caregiver, will want to make adjustments in the room. Maturity of the children, cohesiveness of the group, and weather can affect the group and should be considered from day to day or week to week.

Though your room divisions may change as the needs of the group change, what remains constant is an ever pressing need for both caregivers and children to have separate time. This could be an independent thinking time, an independent reading time... what one does to fill the time is frequently not the issue. What is imperative is that this time is accorded all individuals in a day care program. Given the facilities in which some child care programs are set up, it may seem like an impossibility to provide separateness for all during some time in the day. Admittedly, in some situations you might need to stretch your imagination to great lengths to solve a room arrangement problem so that private areas are available. It is worth your effort, though!

Some suggestions for creating private space for the children are: the use of packing cartons turned on their sides, lined perhaps with a blanket or pillows or rug samples; fitted coverings for a table; a simple loft; and the use of an auxiliary room.

For the staff, finding a quiet, pleasant area may be more difficult, but it is equally as important to have a place to be alone other than the bathroom! The room need not be large, but it should be inviting and pleasantly decorated.

As we have noted, all space may have its problems; but armed with your floor plan, a roll of tape, and the determination to make space work for you it is very likely that you will have success!

When arranging your room or group of rooms, try to visualize the traffic patterns that the placement of the furniture will prompt. Walking through the open spaces with other adults at different paces will give you some idea of the actual traffic patterns. Of course, trying an arrangement for a few days will certainly give you a clear picture of how successful your arrangement is. These questions may be helpful:

- What is the first thing a child sees when entering the room.
- What stimulus does this "first thing" provide?
- Are cubbies or coat hooks easily accessible without greatly interfering with available floor space?
- Is there too much open space so that racing, tumbling or wrestling take place at inappropriate times?
- Are projects that call for water or extensive wash-up near the sinks?
- Are caregivers' supplies easily accessible without being in the children's way?
- Is dead storage taking up valuable space?
- Are areas adjacent that are totally incompatible?

SOME DAY CARE SETTINGS

Following are the floor plans of two group day care settings and one family day care setting. These floor plans have been left blank. Each setting has its problems. Setting #1 has a small room which allows for little visibility and in the middle of the large room are two columns. Setting #2 has a kitchen unit in the middle of the room which cuts the space and presents a problem in supervision. The family day care setting has both the positive and negative settings in working in a home.

Try imagining yourself confronted with each of these settings. Assume the job of arranging materials and equipment in such a manner so that you and your staff and the children can live in good space.

After dealing with the three settings described above, move into your own setting. Make your floor plan. Remember, a simple sketch will do, and take a look at the arrangement that you are living with currently. Is it adequate? Could it be better? Are people managing to move freely? Are people bumping into one another?

STEPS TO FOLLOW

1 - Draw basic floor plan on graph paper or plain paper.

2 - Put tracing paper over the basic floor plan and chart out furniture, equipment, etc., on tracing paper.

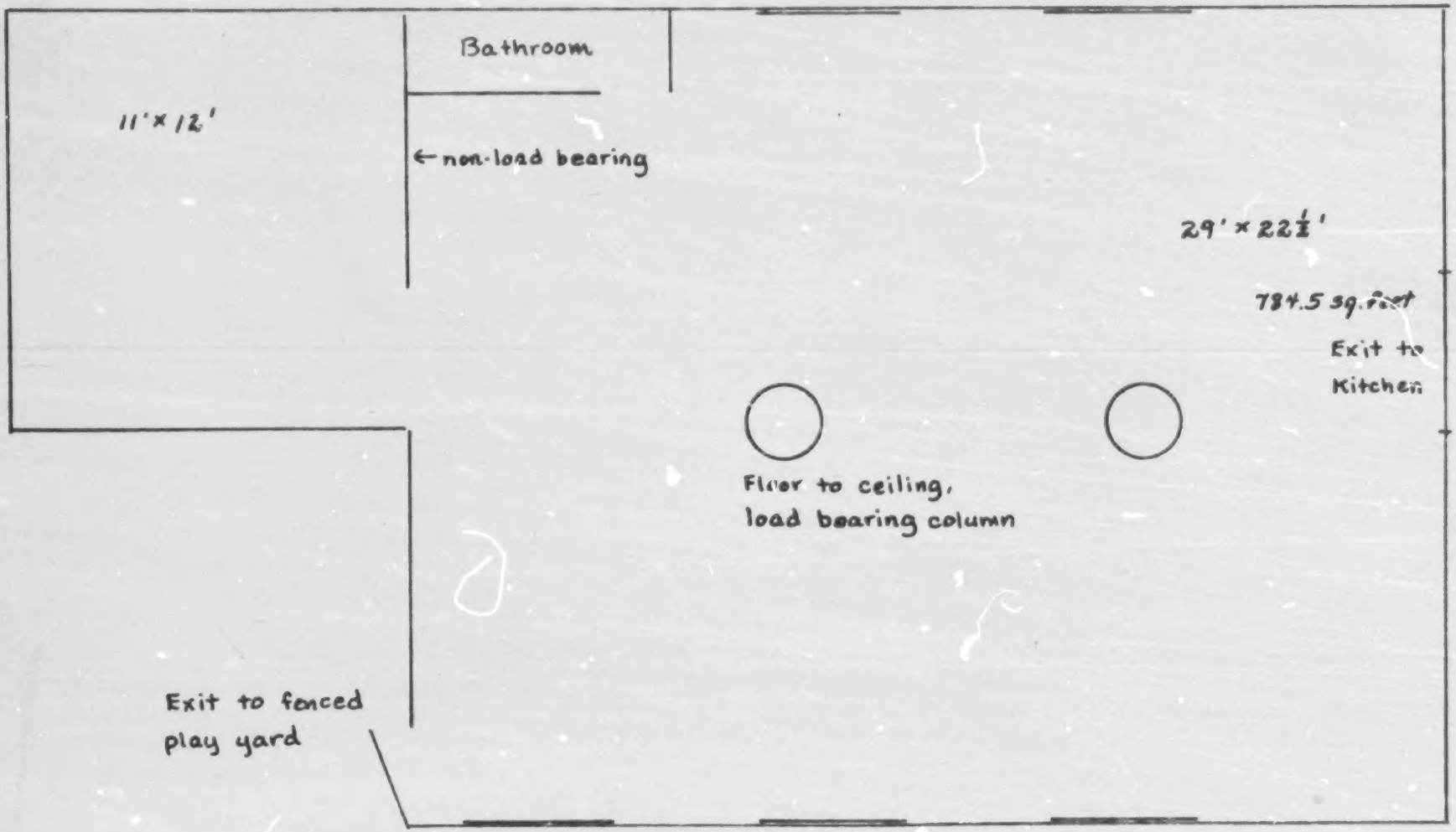
3 - Try numerous overlays (tracing paper over floor plan) until you have an arrangement that you think is good.

4 - Tape your floor according to your plan. Measure filled and empty spaces.

5 - Walk through taped arrangement.

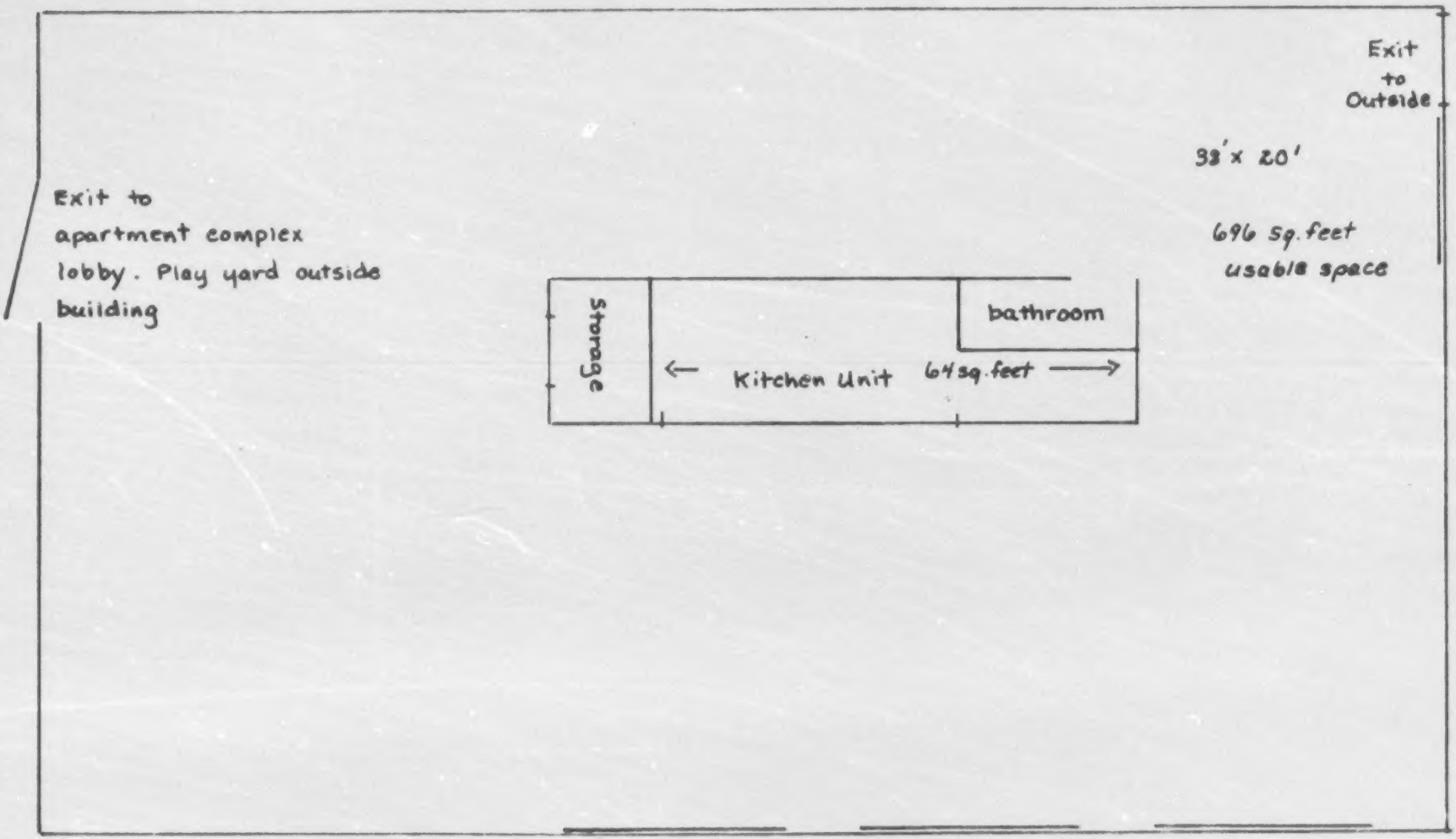
6 - Rearrange your room and try it out.

Remember! Inform the children of impending changes. Surprises can be frightening. Children depend upon the security and comfort of sameness. They must be prepared adequately before you change your room.

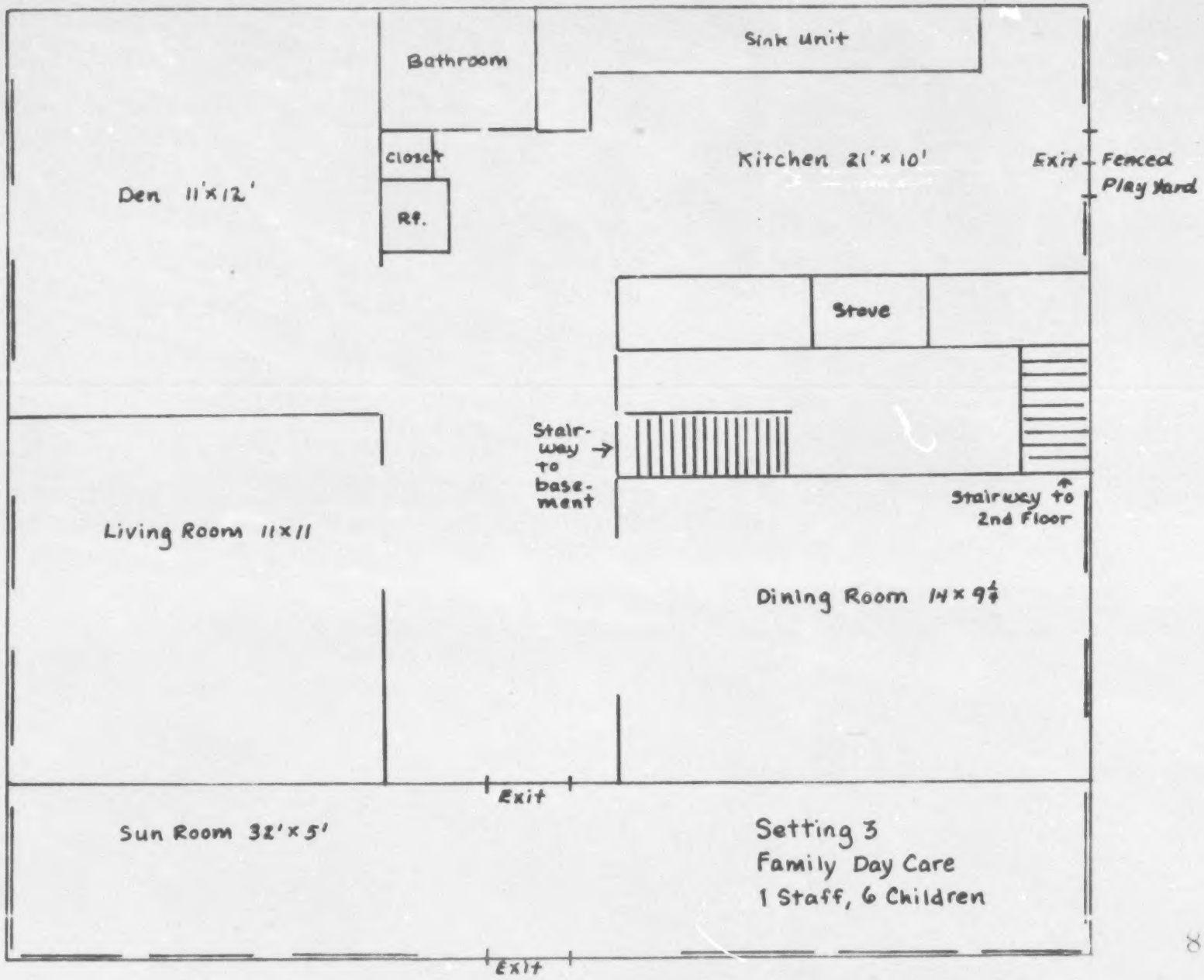


Setting 1, Public Housing Project
Group Day Care
2 Staff, 15 children

1/4" = 1'



Setting 2, Private Apt. Complex
Group Day Care
2 Staff, 15 children


Bathroom
Sink Unit
closet
Kitchen 21' x 10'
Exit
Fenced Play Yard
Den 11'x12'
Ref.
Stove
Stair-way to base-ment
Stairway to 2nd Floor
Living Room 11x11
Dining Room 14 x 9 1/2
Exit
Sun Room 32'x5'
Setting 3
Family Day Care
1 Staff, 6 Children
Exit

COMMUNICATIONS IN DAY CARE

Introduction

Open, honest communication among staff and children might be the most difficult aspect of good day care to achieve. Developing an understanding of curriculum, arranging your room, and placing your materials can all be accomplished with some degree of success if done independently. However, you cannot function as a team of caregivers if you function alone. If your intent is to be part of an effective team, you must make an effort to understand the dynamics of that team and the needs of the individuals in the unit.

In addition to communication among staff, it is essential to have honest dialogue between children and staff and among the children themselves. Conversing with children is not always easy for some adults. In the day care profession it is imperative that the art of conversation is practiced with the children; and the desire to participate with the children stimulates meaningful talk.

Talk, though, is not the only way of either imparting or eliciting information. A smile, a shuffle, a yawn, a hug, a stamp of the foot, a clenched fist all tell us something. Frequently, it is the job of the caregiver to decode these signs from children and from the adults with whom he works.

To further complicate the chore of communicating with those individuals who make up the daily scene of the day care center, caregivers frequently have to deal with a variety of languages and cultures. The communication system set up in households may differ from that system which is effective for your day care center. Sometimes children find themselves in the midst of a conflict--Mommy's way of saying or doing something is just the opposite of what the caregiver says or does. It is the job of the caregiver to alleviate the conflict. In an attempt to do this, caregivers should familiarize themselves with the ways in which parents and children communicate at home and help the parents understand the ways in which feelings and issues are handled in the day care setting.

So far we have mentioned children, caregivers and parents as part of the communications network of a day care center. In addition, there are directors, social service workers, and possibly consultants. (In the Appendix appears a diagram of the communications network in day care.)

In this section we deal with the following: (1) communication among staff, (2) communication among children, (3) giving instructions and talking with children, (4) content as it comes from the child, and (5) non-verbal communication. In Parts One and Two, reference is made to physical space and its effect on the behavior and interpersonal relations in question.

Once again, we hesitate to give you formulas for handling situations. However, we believe that the material here offers a great deal for discussion; and meaningful discussion among your staff on these topics might yield insights into present patterns and possibly changes for the better.

Communication Among Staff

The situation:

Gentle calls of "It's almost circle time," could be heard throughout the room. The children were being gathered together by the three caregivers. They were all to meet at the carpeted book corner which was also used for discussions, songs, and stories. As the children were wandering over, Alice, one of the caregivers, began to chant softly, "We raise our arms, we raise our arms..." As she sang, she and the children could be seen raising and stretching their arms. The last of the stragglers joined, and they, too, raised their arms, stretching toward the ceiling.

"We raise our whole bodies," sang Alice; and she and the children, standing on tip-toe stretched as high as they could.

"We relax our arms--our shoulders--our whole bodies, down, down, down we go v..e..r..y slowly." Alice moved from a stretching position to a relaxed, floppy pose and the children followed suit.

Now, almost in a whisper, Alice said, "Now we all sit down and listen to Bette tell us a story."

Alice sat down, made herself comfortable, snuggled with two of the children and nodded her head toward Bette, a student. Alice had readied herself and the children for Bette's story.

Bette began her story of a duck and a fish; and as she showed the children the pictures, they became absorbed in the tale. After the story there was some creative movement--walking like a duck and swimming like a fish; and at this point, Alice motioned to Bette and pointed to her watch. Bette did not respond to the signal and continued with circle time. She attempted to initiate a discussion about

yesterday's art project and began to prepare the children for a number of today's activities. Despite their reluctance to sit any longer, many of the children were responsive to Bette and showed this responsiveness by asking questions about the upcoming activities. Finally, after the children had been at circle time for almost twenty-five minutes, heads were bobbing up and down, arms and legs were wiggling and one child began again to wiggle like a fish. Alice quietly but firmly suggested that she, Bette and the children all get ready to go outside. Bette nodded her head in agreement.

In the office, a room adjacent to the room in which circle time was being held, the director, Jane, was observing the scene. She noted to another caregiver that the children should certainly not be kept at circle for more than ten minutes. She also said, though, that she thought the story and creative movement had been well presented.

After the children had gone outside and only Bette and the director (and observer) were present in the room, Jane told Bette that in many ways the circle time had been well done. "Your story was presented well, and the creative movement afterwards was a good follow-up. Circle time should have ended then, though, because ten minutes is about as long as the children can be expected to sit as a group. How about trying it again tomorrow?" Bette agreed to try again the next day; and with a shortened circle time she was more successful.

The Physical Space

Circle time was held in an area large enough to accomodate the children both in a sitting position and while doing the exercises. The area is sufficiently well-defined by room dividers so that the children were not distracted by other materials. The two caregivers involved in the activity positioned themselves so that all children were adequately supervised. The ultimate restlessness was due to timing, not to space. The transition from circle time to outdoor time was effected smoothly. The walking space from

the area in question to the cubbies and then to the yard is so arranged that materials will not be knocked from shelves or projects in progress not destroyed.

The Analysis

What we see in the above setting is (1) an inexperienced caregiver given the opportunity to experiment, make mistakes and to learn from these mistakes, and (2) a team of caregivers primed to tune into one another.

- Alice readied the group for Bette's story.
- Alice attempted to utilize her non-verbal signals to alert Bette (pointing to the watch).
- Jane, though not in evidence, was aware of what was happening; and when she commented to a third caregiver, she was sure to make note of the positive aspect of circle time.
- Alice, quietly but firmly, stepped in as Bette was losing hold. Her action was such that Bette's authority was not undermined.
- Bette received positive feedback and also constructive criticism.
- Bette had the opportunity to try again.

This group of caregivers (of the papier mache balloon activity on p. 41) work well as a unit. They laugh together, they chat together, they share with one another parts of the day. Most important, though, their caring for the children seems to override any negative feelings they might have for one another. When asked how they achieved this team spirit, one of the caregivers said, "We spend a lot of time talking, planning, and ironing out the rough spots."

Some questions:

1 - What if Bette had had to manage on her own to ready the children for circle time?

2 - What if Alice had not firmly suggested that Bette end circle time?

3 - What if Jane had not offered Bette comments and corrective criticism?

4 - What if Bette had not had the opportunity to try again the next day?

Guidelines for Achieving a Cohesive Staff Unit

The success in communication that has been achieved by the group of caregivers above did not "just happen." As one of the caregivers mentioned, there is a great deal of talking that goes on at their center. However, in addition to talking, we believe that there must be a considerable amount of listening there, too. There must be listening to one another and listening to the children and constant evaluation of the situation so that staff are tuned into the needs of the children and to each other.

We have some helpful hints for making talk--and listening--a little easier:

- Find a comfortable spot in which to talk. Often five or ten minutes in a peaceful setting can yield more effective communication than an hour in a tension-filled setting.

- Find a local retreat, either a coffee shop or a bar or even a cozy outdoor spot that lends itself to relaxation and talk. An informal chat, not intended to be business-oriented, can often be a very successful informal "staff meeting."

- Set aside a special time of the day for planning and discussion. Do this every day!

- Find a time during the week when lengthy talk is possible. Make certain that these times are well-utilized.

Communication Among Children

The situation:

Steve ran over to Josh and said, "Wanna play?' Josh grunted, "Yeah, you can, but I'm too busy to talk." Steve responded by saying, "But I gotta TALK, you hear, I gotta talk. Whatcha doing?" Josh screamed, "Leave me alone!" With one hand he pushed Steve aside and with the other hand, he reached for a block which he was about to throw. As his hand swung back to throw the block, Alice, the caregiver, intervened by taking the block out of his hand.

Alice, in a stern but not frightening voice, said, "I am appalled at this behavior. Something is happening between the two of you that is making life in this room unpleasant."

Alice, wondering how the children might respond to a dramatic presentation of the issue, threw her arms into the air and exclaimed, "We'll do this again. Now Steve, you enter the stage from this corner; and Josh--you begin working with your blocks. Let's see a stern face on you, Josh. Now--an excited, happy face on you, Steve. Remember, you're the happy joiner and Josh is the busy worker."

The boys, both four years old, shrugged their shoulders as if to say, "This lady is nuts." Josh tried to put on a stern face but he kept giggling, and his giggles were contagious. However, Alice told the boys that it was a serious matter that they were to deal with. Her tone indicated seriousness, and the boys made an attempt to participate following Alice's rules.

She had them reenact the entire scene, first using their original dialogue and then substituting the following:

Steve: "Let's play!"
Josh: "You can join me, but I'm not in the mood to talk too much now."
Steve: "That's okay. We can do things silently."
Josh: "Fine with me."

At that point, Alice got both boys involved in block building simultaneously for a few minutes. Then she asked them to stop work, put down the blocks and chat with her for a few minutes. She asked, "What did you learn?" Josh responded by saying, "You can play together and be quiet." Steve said, "I guess I interrupted Josh but he should have told me that instead of being such a tough guy!" Josh quietly said, "I'm sorry." Alice suggested they continue with their building, and she moved away.

The Physical Space

The block area is at the far end of a long narrow apartment. Frequently the caregiver will position herself in this area to facilitate good overall supervision. Since the block area is sufficiently isolated from the rest of the learning areas, the dramatic exchange could take place without interfering with other children or adults. Following the illustration of the actual room arrangement, which we believe to be adequate space design, we present our redesign of the room into what is to us obviously bad space.

The Analysis

What we see in the above setting is one caregiver's style of (1) handling negative behavior, and (2) teaching children how to talk to one another. This dramatic approach utilizing role-playing is a simple and effective technique for helping children to (1) look at their own behavior, and (2) find alternatives that are more effective.

- Alice, present during the entire interaction, anticipated the block-throwing and stopped the action before a child was hurt.

- Alice gave the children a focus other than themselves by throwing her arms into the air and exclaiming, "We'll do this again!"

- The tension of the situation was eliminated when the boys had to team up to present their "act." They were a united front for a moment against this technique which was somewhat foreign to them.

- When the boys finally resumed their play, they had had the opportunity to work through the situation and learn new coping mechanisms.

Some questions:

1 - What if Alice had yelled, "Put that block down!"

2 - What if Josh had been punished for his behavior by being sent to another part of the room?

3 - What if Steve had been told to leave Josh alone?

4 - What if the block had hit Steve?

5 - What if there had not been any supervision?

Guidelines for Teaching Children to Communicate

Teaching children good interpersonal relations takes (1) good examples, (2) an opportunity for the children to practice appropriate behaviors and words in order to effect change and have successes with new coping mechanisms, (3) patience on your part, and (4) endless reiteration. The end result is invaluable for the children and most satisfying for you, the caregiver.

- Provide materials that prompt working together.

- For certain activities, group children according to your design and instincts. Such groupings are often beneficial for the children involved.

- Actively teaching good interpersonal relations should be an ever-present concern of caregivers.

- Utilize day to day situations to illustrate positive behavior as well as negative behavior.

- Utilize the child's appreciation of a game. Role playing, though sometimes alien to adults, is an integral part of a child's world and can be used for his advantage.

- Be clear in your expectations of the children. It is important for them to know that you have established limits for them and that these limits have meaning within the context of group living.

- Don't think it is old-fashioned to be concerned with phrases like "please" and "thank you" and behavior that illustrates one individual's concern for another.

- As an adult you might have a clearer understanding of John's need to push, shove, bite or kick than John's peers do. However, this understanding of negative behavior need not condone it. It is up to you, the caregiver, to create an atmosphere in which positive behavior can be praised or rewarded. The day care milieu needs to provide for the child reasons to be kind, gentle, and caring of others.

Giving Instruction and Talking with Children

In most cases when we, as adults, give children instructions we want a task accomplished. The child is not being given a choice but rather an order. How this directive is presented is very meaningful in terms of (1) the child's relationship to the adult (seen as authority figure) and (2) the way in which the task will be carried out.

The following directions were recorded from a group day care center. The individual giving these directions was in fact an assistant caregiver. In actuality she served as the "boss" in the situation.

"Finish your painting NOW!"

"Wash your hands!" - Called from the middle of the room to a group of fifteen children.

"Lunch time, everyone!" - Called from the doorway of the room out into the play yard.

"Go inside, hang up your coats, wash your hands, take a book, and sit down and be quiet." - This was spoken to eight children as they were walking from the doorway to their cubbies in another room. The caregiver was standing up, her voice moved across the room over the heads of the children.

At another center, we heard the following, in a high squeaky voice:

"We're going to stop painting now, okay?"

"Will you wash your hands?"

"Put your coats away, okay?"

We have presented two extremes: (1) the authoritarian boss-type individual who is intent upon directing the action, and (2) the timid individual who is unsure of how to bring about action. Both are equally unskilled in giving directions to children. Both are typical of how many adults (not necessarily only in day care) relate to children.

Conversing with children can be difficult. Getting large numbers of children to follow directions is more difficult, especially if your concern is communicating with individuals rather than moving

Guidelines for Talking with Children and Giving Instructions to Children

In conversation:

1 - Be yourself and share yourself. Children enjoy hearing about your mother, father, flat tire, garden flowers or just about anything else that is appropriate to share. They also learn from chatting with you.

2 - Talk to children at eye level.

3 - Take an interest in what they have to say.

4 - Give children time to express themselves. Sometimes it takes patience on the part of the adult!

5 - Don't be phony. If a child irritates you, work through the irritation by finding out WHY. Don't overcompensate by overdoing.

6 - If something is funny, laugh. Sometimes it is necessary to differentiate between laughing at WORDS and laughing at the PERSON who said the words.

In giving directions:

1 - Show respect for the child to whom you are giving the directions.

2 - Be firm, but not overbearing, when asking for action in which the child has no choice.

3 - Praise children for a job well done.

4 - Give only as many instructions as can be handled at one time.

5 - Eye level, personal touch--even a whisper--is effective and meaningful to the child.

6 - Make sure the child is prepared for the directions. If stopping an activity is necessary, give the child engaged in that activity time to complete what he or she is doing.

7 - Acknowledge to children that some children have difficulty in following directions. Point out the need for having routines, schedules and directions.

large groups. Adults who are bankrupt of communication skills ignore the individual and often resort to bossing, apologizing or even using physical abuse to get children to carry out directions. This should not be; and it need not be!

It is the responsibility of every day care worker--maintenance person, caregiver, cook, volunteer, director--to learn how to talk with children. Once this skill has been learned, giving directions becomes only a small part of the adult-child communication network.

How does one talk with children? First of all, it is essential that you be interested in what children have to say. Children who are undamaged and who happen to like adults are eager to chat. What they say is frequently funny, informative, sometimes earth shaking, sometimes silly, and always, to us, interesting. Granted, if one were limited to the company of a child for extended periods of time without the stimulus of other adults, life could become very limited. However, this is not the case in day care. Furthermore, your ability to converse with the children--that is, talk with and listen to--is an integral part of your role as caregiver. Your most important task is to take clues from your children. Please remember we have two ears for a purpose, and what children have to say displays their level of comprehension of what you are to teach them.

POSITIVE WAYS OF TALKING TO CHILDREN	NEGATIVE WAYS OF TALKING TO CHILDREN
The sand stays in the sand box.	Don't throw the sand.
You hung your coat up. What a good job! Now wash your hands.	You didn't wash your hands.
How nicely you used the colors in that painting.	That's a nice house you made.
We all sit with our legs crossed.	Keep your feet to yourself.
We speak more softly inside.	Stop yelling!
Would you like to try this new game?	Stop doing that!
That sandwich is good for your health. Please try to finish it.	If you don't finish that sandwich, you won't have dessert.
You took a hard fall. It must hurt.	That does not hurt. You'll be O.K.

Content as It Comes from the Child

Utilizing content as it comes from the child is, in some respects, an extension of conversing with children. Once you have mastered the ability to have comfortable conversations with children, what they say to you will NOT be shocking; and as irrelevant as the content MAY seem, you will be able to understand its meaning

within the context of the child's life.

There are many opportunities to utilize content as it comes from the child. Some material is useful for a group setting. Other material should be dealt with privately between you and the child. The nature of the content will, to a large degree, be dependent upon the life style and life space of the child. It is up to you, the caregiver, to sort through the material and to place it in perspective.

It is important that your knowledge of the child direct you in accepting or rejecting his or her comments for amplification. No child should be embarrassed, belittled, or humiliated. Furthermore, it is essential that at all times you be concerned with teaching--actively--the art of good interpersonal relations and appropriate behavior.

Below are two examples of utilizing the content as it came from a child. The first example is in a group setting; the second is a private exchange between caregiver and child.

> Five four-year-olds and their caregiver were relaxing at a small table. They were sipping juice, sitting at the table. Marc, a small but positively forceful child, twisted himself into place, looked toward the caregiver and said, "I did it. No more twisty feet, huh?" The caregiver smiled and said, "Yes, indeed you did! You are a delightful guest at my restaurant!"
>
> Marc, with a history of "twisty feet" and draping himself all over the chairs at juice time, was obviously very pleased with himself. To show his joy, he put his thumbs into his ears and quietly, and very melodically, sang, "He-haw, he-haw."

The caregiver saw an opportunity to celebrate with Marc. On the other hand, it had been one of the goals of the group to encourage conversation--not song--at snack time. "Marc, you feel like singing," noted the caregiver. "What animal sound were you making?" - "A donkey," chimed three children. "That's correct," said the caregiver; "But wait, let's save our song for a moment until we finish juice and cookies. Think about animals, though. Let's TALK about them for a minute. Julie, what animal do you have in mind?" Julie said, "I was thinking about a cow." John said, "Horse!" Bill said, "Chicken!"

"We'll have an entire barnyard in a minute!" noted the caregiver. "However, we have a chore first. Billy, I would appreciate it if you would clear the cups; and John, please take the basket to the cart. Thank you, boys. Now, let's all go over to the block area--we could plod over like donkeys or scurry like chickens."

As they plodded and scurried to the block area, the caregiver began to sing softly:

I had a donkey and my donkey pleased me.
I fed my donkey under yonder tree.
Donkey goes he-haw--haw-he.

At the "he-haw--haw-he" all children joined in, and on the way to the block area, the group had attracted three other children.

The children moved with the music--they were donkeys, chickens, cows, pigs, and finally cats. The song ended with:

I had a cat and my cat pleased me.
I fed my cat under yonder tree.
Cat goes me-ow-e, me-ow-e.

At this point three children had lost interest and moved to an adjoining area. John, still interested in animals, spotted the soft rubber barnyard animals that accompanied the blocks. "Hey," he shouted, "we can BUILD a barnyard!" - "Yup," replied Marc. Both boys began gathering blocks from the shelves. They filled a truck with a load of unit blocks and moved to a corner. The caregiver brought to them the box of barnyard animals and found for them a plastic silo. They then constructed and played. They had invited two other children to join them, and still singing the he-haws, they continued to build.

The second example took place at a child shelter. It could have happened at a day care center.

Angela, four years old and a seemingly very sturdy child, was known to test new caregivers. For a number of days, she would try to ascertain their limits; and when limits were made clear to Angela, she could enter into a positive relationship with the caregiver in question.

The new caregiver stooped to chat with Angela who was engaged in placing two dolls in a carriage.
"Nice dolls," noted the caregiver.
"What do YOU know, woman? You goddamned-son-of-a-bitch-kiss-my-ass!"
The caregiver responded by saying, "I call it a bottom."
"What you say?" retorted Angela.
"A BOTTOM, I said. Not an ass. And I'll kiss your nose if you wish."
Angela was disarmed but not distressed. "You WILL? You know my mom always says that you goddamned-son-of-a-bitch-kiss-my-ass, and I miss my mom."
"I know," said the caregiver.

In both examples, the words spoken by the children had a great deal of meaning above and beyond the "he-haw" or the "you goddamned-son..." It was thoughtful handling by caregivers who were able to decode these messages and place them in the appropriate context.

In the first example, if Marc's singing had been seen as a disruption and the caregiver had said, "No singing at the table," the progress he had made with regard to "twisty legs" would have been negated. In the second example, had Angela been reprimanded for using the language she used there probably would have been tension established between caregiver and child. In addition, Angela wouldn't have had the opportunity to be able to say that she missed her mother.

We can't tell you how to know when it is appropriate to utilize material from children; but we offer some guidelines that might be useful.

GUIDELINES FOR UTILIZING CONTENT AS IT COMES FROM THE CHILD

Some Helpful Questions to Ask Yourself

1 - Will the child--and perhaps other children--benefit from my amplification of the material? Or...

2 - Will the child be embarrassed or humiliated?

3 - Within the scope of the day, will I be able to have the time, at the moment, to see through what I am about to begin?

4 - What is the REAL meaning behind what the child is saying?

5 - Am I being honest with the child by not being shocked, or am I a phony? (If you are indeed shocked, sometimes it is beneficial to say so!)

Non-verbal Communications

There are a number of aspects to non-verbal communications in the daily life of group day care. There is the non-verbal communication between adults, between children, from children to adults, and from adults to children. This would include a tap on the watch to signify "time" to a co-worker, a hug or a shove from one child to another, a smile, hunched up shoulders, or a clenched fist, beckoning, dancing for joy, rocking, or cuddling. In short--anything that uses the body and facial expressions to communicate is non-verbal communication.

The utilization of this non-verbal communication in the course of daily life can be useful to both children and adults. From the point of view of the caregiver, it is important to consider non-verbal communication for two objectives: (1) to be able to

communicate with co-workers from a distance and in an immediate fashion, and (2) to be able to pick up cues from children that can assist you in fulfilling the needs of these children.

Communication with Co-workers

This takes a good deal of discussion and an active interest in tuning into one another. In the long run, the flow of the day will become smoother and all will benefit from some work on your part to establish signs and signals. For example, one caregiver is outside with a group of children and intends to come inside when the tables are set for snack. Coming in five minutes early might be troublesome in terms of a transition period. There is a window from which the caregiver inside can see the group and through which the caregiver outside can see in. When the tables are set up, the caregiver inside tapes up a red piece of construction paper in the window. That is the signal; and the caregiver outside prepares the children to go in.

This is only one example of the endless possibilities that can be set up between caregivers so that communication is enhanced without interfering with supervision.

Cues from Children

Another equally as important way in which non-verbal communication can be utilized is in picking up cues from children. Here are two examples of children arriving at a center in the morning:

Betsey clung to her mother's skirt as she and mother came into the center. Her mother tried to help her off with her jacket, but Betsey struggled and finally threw herself on the floor and screamed. The mother picked her up and mother and child clung to one another.

Josh bounded through the door, pulled off his jacket and carefully hung it up in his cubby. He reached into his pocket for a handkerchief. This he showed to the caregiver and then tucked it back into his pocket. Josh kissed his mother, waved to her and went to join some of his friends for breakfast.

Without having said a word, it is evident to the caregiver that one child is having a difficult time separating from her mother--and mother from child--and one child is eager to begin his day at the center and experiencing a healthy separation.

Throughout the day, children in day care experience separation--separation from parents, separation from staff as workers change shift, separation from friends and separation from the day care center. These frequent separations call for staff tuning in to the special needs of the transitional life of day care.

The examples above are very obvious but helpful in aiding the caregiver in tuning into the children. Some of the not-so-obvious non-verbal cues that children give us might be in the way the child walks, the way he or she chooses--or does not choose--to spend a quiet time with a peer, the manner in which the child eats, his restfulness or restlessness at nap time and a score of other body language signals. We can spot happiness, jubilation, depression, uneasiness, and other moods from the ways in which children present themselves. In addition, we are able to tune

into the developmental levels of children by watching them use their small and large muscles. Look! Silently evaluate the children and the setting and practice relying on non-verbal cues.

Summary

Being a caregiver in a day care center requires of one an acute ability to tune into those around us. In order to do this with a great deal of skill, it is essential to become aware of and utilize non-verbal communication both as a means of eliciting and imparting information.

SCHEDULING THE DAY

Defining our Terms

We use daily plan and schedule interchangeably. Both are used here to mean the organized routine of the day.

The Purpose of a Daily Plan

The purpose of a daily plan--or schedule--is twofold: (1) it gives you and your co-workers a structure within which you can operate comfortably, and (2) it gives the children much-needed structure to their lives.

Children's Needs

For young children, the world can be a confusing and frightening place. They are living in space well below the eye level of most adults, they have a limited attention span and a different, child-like conception of time and space. For some children in day care, the separation from parents on a daily basis can contribute to the confusion they might feel about the world. We not only acknowledge the need for children to have the opportunity to explore, investigate and make choices, but we ENCOURAGE this. However, we firmly believe that this flexibility in their life must be offered within a well-planned day and established routines. Structure and the knowledge that there is a "constant" in their lives is an essential prerequisite for children to be able to make order for themselves.

Within the course of the day the children should have a variety of experiences which allow them the opportunity to try out various materials, behaviors, and skills. They should be able to utilize their already developed skills and with the caregivers as a resource have the chance to develop new skills. By skills we mean not only manipulative but also interpersonal skills.

In addition, they should have the opportunity to experience a variety of types of activities that fulfill their need for both personal contact with adults and with peers and their need to be alone. For many, the need to be alone is frequently overlooked in day care because of space problems. Once you have dealt with providing the space for private time, it is then important--very important--to provide the time.

Pacing the Day

Some activities will require large blocks of time and some activities will be of short duration. The ability to pace the day according to the individuals in your group and the group as a whole comes from practice and sensitizing yourself to the children's needs.

As we have indicated, the way the day progresses can be due to a number of factors: materials, room arrangement, or a sequence of activities. In addition, the weather, holidays, or arrival of a new child or new caregiver can be a consideration on how daily

life in your center progresses. However, routines can act as a safeguard against internal or external factors disrupting the children's lives. The "highs" of a birthday party or a Halloween party can be contained within an appropriate time span. With careful consideration to transition times, the exuberance and excitement of the event remain just that instead of becoming over-stimulation and chaos.

Children have different tempos or paces which need to be acknowledged. In addition to their personal tempos evidenced in the day care center, they are part of a larger unit--the family. Each family has its own tempo; and programming must take into consideration not only the individual child's pace but the setting from which he or she comes. The events in a center may effect children differently depending upon their personality and family life.

How To Go About Making a Schedule

We recommend that you plan your schedule by first thinking about the child's day before he or she comes to the center. What is happening in the family before parent and children get to the bus or car that takes them to the center? In the case of those who are walked to the center, what is happening for those children? Is morning life calm and well-organized? Is morning life hectic and difficult for both children and parents? For many families, getting people from bed to their place of work or school--or day care center--can be like running a race; and it is important that the day care staff picture these pre-day care day events so that planning for the child takes into account his or her morning world. Think about your own morning world and allow for a transition time--a switching of gears--before you embark on your day care day.

Plan the day by writing out a skeleton schedule that might look like this:

CHILD'S MORNING BEFORE DAY CARE	STAFF'S MORNING BEFORE DAY CARE
Wake up	Wake up
Get dressed	Get dressed
Have breakfast	Have breakfast

CHILD'S MORNING BEFORE DAY CARE

Get into car, bus

Have talk (maybe fight with sibling)

STAFF'S MORNING BEFORE DAY CARE

Make beds

Do dishes

AT CENTER

Staff Arrival

Children's Arrival

Breakfast Time

Outdoor Time

-- Transition Time

Activity Time

- Types of materials available: Caregiver directed; child directed

Beginning
Middle
End

-- Transition Time

Group Time

-- Transition Time

Snack Time

-- Transition Time

Activity Time

- Types of materials available: Caregiver directed; child directed

Beginning
Middle
End

-- Transition Time

AT CENTER

Story Time, Small Group Time

-- Transition Time -- hand wash, toileting

Lunch Time

-- Transition Time -- quiet, pre-nap activities

Nap or Rest

-- Transition Time

Snack

Outdoor Time or Indoor Activities

Quiet Activities and Television

-- Transition

By setting up the schedule with every important transition time, we believe that it is easier to think through what you and the children will be doing at these in-between times. (We discuss below why transition times are difficult for both children and adults.) Each time of the day is special and requires thought, in terms of young children. We cannot tell you for how long or at what time you should have a group time or an outdoor activity time. Your schedule is dependent upon the needs of your children--and to some degree, the needs of their parents--and the facilities that your center offers. However, we can share with you our thoughts on various parts of the day. Following we discuss: arrival time for staff and children, meal times, transition time, activity time--the beginning, middle and end, using television in a day care, and departure. Nap time is discussed in Chapter V, in more detail.

However, it is important to note that the how and why of naps for young children should be given careful consideration. Not all children need the same amount of sleep; and attempting to keep a child on a cot for an extended period of time--up to two hours--can be very disruptive to the home life of the child. Getting a child to bed at 7:00 p.m. is difficult if the child who requires little sleep has napped for two hours in the middle of the day.

Staff Arrival

This should precede children's arrival by at least 1/2 hour. During that half hour it is up to the caregiver to "set the stage" for the day. Materials need to be readied, breakfast should be made, and any last-minute adjustments to the room should be taken care of at this time. Both children and parents should feel comfortable in the early morning setting.

Children's Arrival

It is important for a staff member to take a few minutes with each child. This will give the child an opportunity to switch gears from home to center. For the caregiver to provide the adequate care throughout the course of the day, he or she must tune into the child at the beginning of the day.

The child's arrival time is an appropriate and opportune time to accept content as it comes from the child. This "content" might be meaningful comment or a meaningful object. Here is an example

of content as it was accepted from the child at the time of arrival:

> Brian had come from another school. This was his first day at the present setting; and he arrived with a book about flags. The teacher looked at the book the moment Brian showed it to her. She said, "We will read this at our story time." She asked him if he wanted to hold onto it. He said that she could have it until story time. After the book had been read, all the children made paper hats out of newspaper. From sticks and construction paper they made flags, and there was a parade.

It was very simple but very meaningful--on the child's first day, his book and his thoughts had contributed to the plan of the day. For the caregiver to have the flexibility to switch gears with regard to the day's content in order to accomodate the child, is a practiced art. It is a rewarding one, though; and arrival time for the child is often a good time to make this switch.

Meal Times

Meal times have different meanings in different settings. For the parent--or any individual--on the run, a meal could mean some food grabbed from the refrigerator or shelf and wolfed down while engaged in other activities. For children from families who are constantly on the run, meal times might be hectic and possibly unpleasant. For children from families where money is scarce, meal times are often a constant reminder of their impoverished state.

It is the responsibility of the day care center to provide for the children a pleasant and enjoyable meal time. A uniform and socially acceptable approach to eating in a group should be established by the caregiver. This is the perfect opportunity to

teach children manners and the art of conversation. To some children, passing the jelly may mean sliding the dish across the table. Rules, limits, and examples have to be offered in order to make meal time the pleasant time it should be.

An attractive table setting, attractively served food, and soft voice tones all contribute to an enjoyable meal. How to behave at the table often needs to be taught; and role playing is a helpful way of teaching. The children might be escorted to their chairs in the manner of a host or hostess. Place cards might be used. Children might be "invited" to join caregivers at "dinner parties" or "restaurants." All these games afford the caregiver endless opportunities to assist the children in learning table etiquette.

Transition Times

Young children have difficulty at transition times; and there are a number of factors involved in contributing to this difficulty. As we see it, to move on, at the request of adults, is relinquishing control. Refusing to move on or give up what one is doing is an assertion of independence. In addition to the question of dependence/independence, moving on from one activity to another can be threatening to the child. The momentary involvement is very much the child's definition of his or her world at that time. For some children, giving up the structure which they have created tears their world asunder for unless they are well-informed of

coming activities, they are moving into the unknown. Because children have these difficulties with transition and we as adults frequently think in terms of the activity itself and not in terms of how we are going to get there, the in-between times in a day care center can be extremely difficult. We believe that children need to be adequately prepared for what is approaching. It is often effective to communicate this information on a personal basis. Quietly telling children in small groups that clean-up time is coming or even whispering to the child that the activity will end can be useful to the child.

Some Questions to Ask in Dealing with Transitions:

- What type of activity are the children coming from?
- How much clean-up time will this activity require?
- What is the tone of the activity and how does this tone differ from the activity they are about to become involved in?
- What can be done to assist the children in changing tone?
- Who are the children who need extra time to get ready to move on?
- What are the children going to be doing at the in-between time?
- Where will they be doing it?
- Will the space they occupy at the in-between time have materials that will distract them?
- Is there sufficient staff coverage at the transition time?
- Is the activity they are going to adequately prepared?

Activity Time; Beginning, Middle and End

An analysis of just about everything we do can illustrate to us that activities, no matter how brief, have a beginning, a middle and an end. From our experience we find that young children are magnificent at handling the "middles." However, they frequently need assistance at dealing with the beginning of an activity and the end of an activity. Materials might be new and foreboding and wading in might be difficult. If the caregiver assists the child by providing skills or examples, some children are less timid. Do not misunderstand! We do not mean to imply that exploration and investigation should be stifled. However, there are some children who need to be taught to build a tower, cut a square, manipulate a puzzle, or climb a ladder; and we firmly believe that it is appropriate to make a conscious effort to teach these skills. Once the child has moved from beginning to middle of the activity, he or she can utilize the caregiver as a resource. Then, as the end of the activity approaches, it is up to the caregiver to inform the child of this. However, "ending" for children can sometimes be time-consuming and this needs to be recognized when planning for a clean-up and transition time. When a child says, "I need to finish this," it is up to the caregiver to recognize this need. Of course, the perpetual procrastinator needs to be dealt with, too. Seconds, minutes, and hours are meaningless to young children; but making the distinction between "take-your-time" and "hurry-up-time" often is acceptable and meaningful.

Late Afternoon Scheduling

It is easy to get into the habit of repeating your morning program in the afternoon. The afternoon time lends itself to utilizing high school students as volunteers or taking advantage of community resources. It is important to (1) provide new and interesting activities for the children in the afternoon, and (2) avoid the "sitting and waiting for parents" syndrome that can easily happen in an all day program.

Television in Day Care

There are a number of television programs that are both appropriate and entertaining for young children. Utilizing them in a day care center can be very useful. It is our experience that parents need to be educated as to how you utilize these programs. Pointing out the positives of the program and the fact that it is a home-like activity is useful. Watching with children and effectively preventing them from becoming transfixed by television should be the role of the caregiver.

Children can learn to be selective, they can learn to make judgments, and they can learn content from television. Some questions to discuss with the children might be:

- Is the reception clear enough for us?
- Is the program for children?
- Are the people (characters) on the program real?
- Are the people (characters) doing things and saying things that are appropriate for us in day care centers?

Departure

In Chapter II, Parents are People, we deal with departure time at some length. Here we do wish to note that even though it is the end of the day and both children and caregivers are tired, it is important to plan for departure. This time and the arrival time are the two biggest transition times that the children have to deal with during the day. Consider an activity that helps them to wind down and move into another world. Quiet table games, stories (in group or independently), television, and low-key discussion of the day's happenings are all appropriate end of day activities that make departure easier.

Children should have their possessions available and ready for when parents arrive. There is nothing more irritating to a tired parent than a child with one shoe and no knowledge of where the mate might be!

Staff Time Away from the Group

We have mentioned before the need for both children and adults to have a quiet, private time during the course of the day. We strongly recommend that you plan for some time away from children and co-workers. Take a walk. Do some exercises. Bring your needlepoint. The activity itself is immaterial. What is important is that you get away--you take a breather--you relax! Day care is a difficult situation; and in order to be able to survive with humor, we believe that it is ESSENTIAL for you to have a relaxing time every day.

Summary

Making a schedule is a difficult but necessary chore for all caregivers. In doing so, consider the needs of your particular group and the individuals in that group. Just as in planning a room where the empty spaces are as significant as the filled spaces, in planning a day, the in-between times are as significant as the activity times. It may take some trial and error to arrive at a schedule that is both satisfactory for all concerned and non-conflicting with practices and policies of your particular center. It is worth the effort at arranging and rearranging in order to find a daily plan that happens to work for you.

Schedules from All-Day Day Care Programs

Following we have two schedules from two different day care centers. The settings of each center differ; and their needs of the children differ. These schedules should be utilized as examples and not adopted without consideration of your own needs.

Schedule

7:30 - 9:00	Arrival and health check by teacher
7:30 - 8:30	Breakfast (served by early staff)
8:30 - 9:30	Large muscle activity (usually outdoors)
	Table toys, art, blocks, housekeeping corner, book corner (all available)
9:30 - 9:45	Full group circle (day, month, year, date, weather, announcement of what is going to happen in interest centers that morning). Music.

9:45 - 10:00	Snack
10:00 - 11:45	Interest areas open:
	Teacher Directed Art Language Arts Science Playground
	Child Directed Book Corner Housekeeping Corner (water table available) Block Area
11:45 - 12:00	Individual groups - story time
12:00 - 12:30	Lunch - family style
12:30 - 1:00	Quiet pre-nap activities
1:00 - 2:30	Nap
2:30 - 3:00	Snack
3:00 - 4:00	Playground and room both open
4:00 - 5:00	Indoor quiet activities (also Sesame Street)
5:30	Closing
2:30 - 5:30	Departure

Daily Schedule

7:30 - 8:30	Arrival - Breakfast
8:30 - 9:00	Free play in room
9:00 - 9:15	Clean up
9:15 - 9:40	Circle
9:40 - 10:00	Snack
10:00 - 10:30	Outdoors
10:30 - 11:15	Planned activity at interest centers

11:15 - 12:00 Outdoors

12:00 - 12:15 Wash up - Quiet time

12:15 - 12:45 Lunch

12:45 - 1:15 Quiet time - Toileting

1:15 - 2:45 Nap

2:45 - 3:00 Wake up period

3:00 - 3:20 Snack

3:20 - 4:00 Outdoors or inside quiet activities

4:00 - 5:30 Children go with one group for end-of-day activities

4:30 - 5:30 Departure

Three caregivers - 1 caregiver in each room

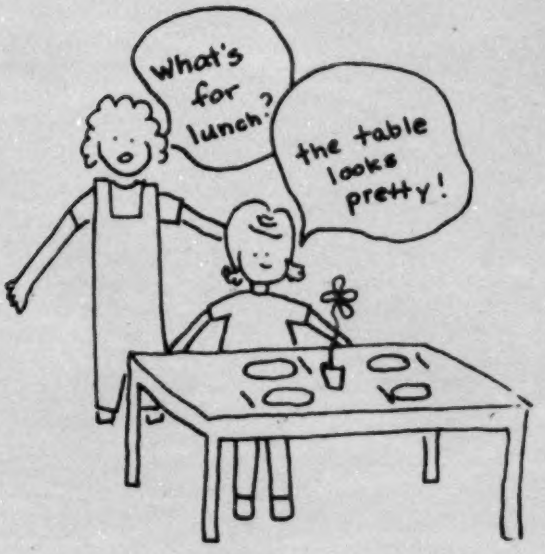
Two rooms - 1 teacher floating

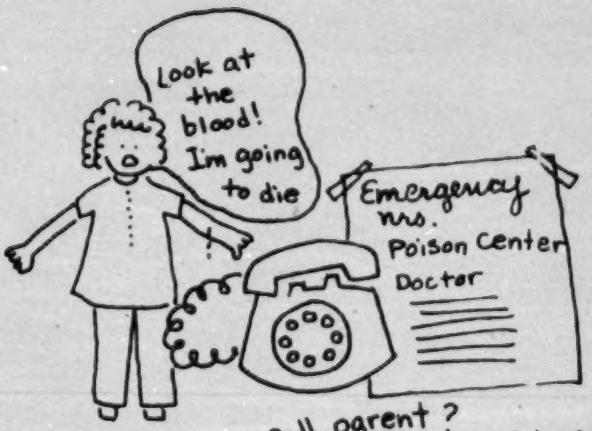
Summary

After days of planning and arranging and replanning and rearranging, you might be asking yourself, "Will the pieces all fit together?" We believe that in day care JUST caring is NOT enough; and as we have illustrated, for a good program it is necessary to consider your approach to curriculum, the appropriateness, presentation and availability of materials, room arrangement and traffic patterns, communications--verbal and non-verbal--and your daily plan or schedule. However, as we have mentioned, good day care is as much atmosphere as organization; and after you have considered and worked out all the elements of a good program, it is your caring that will create an atmosphere that will help fit all the pieces together.

Chapter V

Safety, Health and Nutrition





What to do? Call parent?
deal with problem

Know procedures at your center!

CHAPTER V

SAFETY, HEALTH AND NUTRITION

Introduction

Every aspect of the daily lives of young children deals in some way with the safety, health, and nutrition of these children. As you plan your day, you will see how intertwined are these three aspects of the child's life with everyday occurrences in a day care center. Is a child brought to the center by the parent or by a sibling? Is the child left inside a gate or on the

street? Does breakfast at the center consist of a fruit and cheese or milk, or are cookies the only food available? What happens to the child who arrives with a temperature? When taking a field trip, how are the children transported? These and many other questions--all part of daily life--are of utmost importance both to the child and to his parents. These questions, and many others, should be of utmost importance to you, the care-giver.

We consider it essential that a day care center give a great deal of consideration to the safety, health and nutrition of the children it services. Therefore, we offer comprehensive guide-lines for you in all three areas. Most general situations are dealth with. Some of the suggestions will have to be adapted to suit the needs and demands of your particular group. Part One deals with safety, Part Two with health and Part Three with nutrition.

SAFETY

It takes thought and preparation to insure that Billy doesn't get hit by a swing; that Sam, Pete, Amy and Jose get to the library and back to the center without an accident; that no child is lost; and that small physical injuries are adequately treated. To create an environment for children which is safe but also allows the children an opportunity to explore, to be challenged, and to conquer various pieces of equipment requires you to know the physical limitations of your children. Equipment which might be unsafe in September might be fine in February because of the physical development of the children. Be watchful but not over-protective. It might seem obvious to say that the objective of every day care program is to insure that the children are safe from physical or environmental hazards. Some of the preparations and precautions to accomplish this objective are not always so obvious.

We believe that every caregiver wants to establish and maintain a safe environment; and it should go without saying that parents want assurance that no harm will befall their children when they attend a child day care center. To this end, it is essential that the premises be of sound construction, as fire resistant as possible, and free of hazards causing accidents.

Physical facilities should be planned to accomodate a program which meets the needs of the children served. In many instances, physical facilities not originally intended for a child care program are utilized. Often the alternatives are to use the available space or not to have a program. In these instances, it is doubly important that the premises are well checked and the facilities are made child-proof.

Are adequate safety checks and child-proofing difficult? We don' believe so. We provide safety guidelines which should cover most situations during the course of the day. If these guidelines are followed and if your premises are suitable for a child care program, you should be able to assure the parents--and yourselves--that the children will be safe while attending your center.

Daily Practices

Daily practices must be geared to safeguarding the children from environmental hazards. Some of the required practices might be very obvious to some caregivers and not so obvious to others. Since our policy is to be explicit, we will mention "the obvious" at the risk of seeming impertinent: keep traffic areas and closets free of clutter; provide safe storage of dangerous materials; keep strong cleaning solutions away from the children (sponging tables can be done with hand soap and water); do not use electrical space heaters; maintain electrical cords; keep

gates leading to traffic-filled streets latched; keep a first aid kit in your center and in your van; keep band-aids in each room; keep pocket books which might possibly contain medication out of reach of the children.

Environmental safety requires that facilities and equipment be equal to the demands made upon them at any time. In order to assure yourself that your room or group of rooms and your materials are safe, ask yourself these questions:

- Is the paint non-toxic?
- Are there exposed nails?
- Have splinters been eliminated from large and small equipment?
- Will a broken item produce sharp pieces?
- Are there any dangerous items at child's eye level?
- Is the playground free of broken glass and bottles?
- Are all edges on playground round and smooth?
- Is the ground free of nails, sharp twigs, and large branches?
- Are sturdy steps provided for reaching high places?
- Are curtains constructed of non-flammable material?
- Will rugs slip?
- Are hand rails at the proper height?

In daily activities, children can and should be taught safety practices. Often taking the time to have a built-in safety program as you present materials can act as a safeguard. The

appropriate use of scissors, cooking utensils, and woodworking equipment can be incorporated into daily practices. Obviously, these activities, like all other activities in your center, need your close supervision.

For those children who have special medical needs, it is important for the center to honor these needs. If a child needs medicine on a daily basis, have it built into your routine for that child to be escorted to the office for the medication. Preferably, the medicine should be kept in the office. If it needs refrigeration, make certain that it is well marked, covered, and kept away from open food containers.

Smoking should be permitted only in specially designated areas that have been approved by the fire department. For the safety --and health--of the children, at no time should there be cigarette, cigar or pipe smoking allowed around the children.

One of the difficult aspects of day care is that staff frequently do not have the necessary private time during the day to relax and refresh themselves. It is essential that such a time is found for each staff member. He or she will be more aware of the environment and will be able to maintain a safer setting if refreshed and rested.

Child Escort

An ideal situation would be for each child to arrive and depart with a parent (or guardian), thus not only insuring the safe arrival and departure of children but the opportunity for the caregiver and parent to exchange notes on the child's day. Day care centers must, however, deal with the reality of the situation: children are often delivered and picked up by siblings or neighbor children. In these situations, it is important for your center to have a policy regarding the minimum age for child escorts. It is also strongly advised that written releases from the parents absolve the agency of any responsibility for the child in transport.

The caregiver should be aware of those individuals authorized by the child's parents or guardian to escort the child to and from the center. If an unauthorized person should take a child, the parents should be notified immediately by caregivers or center directors. If parents cannot be reached, it is advised that the police be notified immediately.

Supervising Children

It is important for you as the caregiver to be well aware of your center's policy with regard to both indoor and outdoor supervision of the children. Equally as important is your ability to communicate this policy to volunteers who might participate in your program. We believe it is helpful to have printed such

guidelines and have them available at all times. We offer here suggestions:

THE CAREGIVER'S RESPONSIBILITY begins when the parent or responsible adult brings the child into the center or to them on the playground, and does not end until the responsible adult or parent tells them they are taking the child in the evening.

INDOORS AND OUTDOORS, IT IS THE CAREGIVER'S RESPONSIBILITY

To set an example as a responsible adult.

To watch all situations carefully making sure adequate supervision is provided. No child is to be left unsupervised at any time.

To be close enough to intervene when necessary.

To learn to anticipate situations so that real harm may be avoided.

AT NAPTIME

One adult should be in the room or by the door at all times.

OUTDOORS

If a child needs to use the bathroom, that child must be accompanied by a caregiver.

The Injured Child

Preventing injuries is certainly the hope of day care staff. However, in the event that there is an accident, it is important that caregivers are aware of their center's procedure. Here we offer some guidelines that we believe can be helpful.

- In the case of minor injury, i.e., cut or scrape, the caregiver should administer first aid; and the staff member who observed the injury take the responsibility of informing the parent either in person when the child is picked up or by phone that evening.

- An injury should be explained, quickly but adequately, to the other children, and then a staff member not involved in first aid should divert the attention of the other children.

- After applying first aid, the caregiver should report immediately to the center director concerning any injury that might require outside medical treatment. Someone with the authority to do so should decide whether or not the child should be seen by a physician. The parent should be contacted for permission to do so.

- Be aware of the hospital or clinic that your center uses. Have available by the telephone a list of the children with emergency numbers so that parents can be contacted easily.

- If a parent does not have a phone and medical attention is required, a staff member should be prepared to go to the parents' home to alert the parents of the situation. The child should be taken to the hospital by another staff member. For those centers in which two caregivers could not be spared for any length of time, either other staff, volunteers, or the police should be enlisted to help out. If at all possible, the child should be escorted by an adult with whom he is comfortable.

- Accident reports are required by most agencies. If they are not required by your center, they should be! For purposes of insurance and accurate reporting it is essential that there be a written report of injuries no matter how slight.

- For the protection of the agency, it is a good policy not to discuss a child's injury and the medical attention needed for that injury except with those individuals immediately involved with the injury.

- In the event that one child injures another, when explaining the injury to parents no names should be used.

Injured Staff

Injured staff should accord themselves the same consideration that injured children receive. However, it is hopeful that staff will take precautions and that injuries will be minimal. Some guidelines for handling injuries are:

- When an employee is injured, it is important that there be a written record of this injury. This is for the protection of both employee and employer and to make available to the insurance company report of the injury.

- In case of minor injury, the staff member should be responsible for administering first aid to himself.

- In the case of major injury, ask a fellow staff member to assist you in seeking aid. The police should be called for transporting a staff member to a hospital or clinic.

HEALTH

The basic responsibility for a child's health lies with his family. However, it is up to the child day care center to supplement the parental care by giving support and assistance to parents in obtaining good health care for their youngsters. The degree of supplementation is dependent upon how actively involved are the parents in the health care of their children. This involvement could depend upon such factors as: emotional or financial state of the parents and awareness of health needs of children.

In an attempt to assist in providing comprehensive health care for children, it is up to the day care center to be involved in (1) maintaining--and, in some cases, improving--the present physical condition of the child, (2) insuring the future health of the child, and (3) planning for screening, diagnosing, prescribing and treating the physical, mental and emotional health of all children. When necessary, parents should be given the opportunity to learn about daily and long range needs of their children through educational programs at your center.

What this means on a daily basis is that you (1) provide a clean and healthful setting, (2) have a routine health inspection and (3) incorporate the teaching of health routines into your daily life at the center. On a regular basis, as needed, you should

(1) provide for screening and diagnosing of the children and (2) have health education available for parents. An opportune and appropriate time for health screening and diagnostic testing is when the child first enters the center. Having this as part of a formal intake procedure can be both beneficial for the child and extremely helpful to the staff.

We offer some suggestions that might assist you in carrying out your health program. Our guidelines deal with (1) cleanliness of the center, (2) practices and procedures dealing with children's health, (3) sick children, and (4) sick staff.

Cleanliness of the Center

The ultimate responsibility for the cleanliness of the center is with the director. However, all staff are involved in some level; and the tasks of each member of the staff should be clearly outlined. Delegated responsibilities should be posted in each room.

In the Classroom

Each child is to be assigned a cot. This is to be marked with the child's name or a symbol.

Each cot should be washed and disinfected weekly.

If a child has had a contagious disease or head lice, all cots in the room should be disinfected.

Blankets should be assigned to each child in the same manner as cots and they are to be washed at least once a month.

Dress-up clothes are to be washed monthly.

Pillows and stuffed animals should be washed on a regular basis.

Only washable stuffed animals should be purchased.

Floors should be washed daily.

Chairs should be wiped down weekly.

Tables should be washed down before and after meals. This task should not be left to the children.

Table cloths and/or placemats or napkins should be used for all eating activities.

General clean-up should be held once a month, i.e., blocks, toys, cubbies, etc.

The caregiver should see that cubbies are kept in an orderly fashion.

Classrooms should be adequately ventilated and have sufficient lighting.

In the Kitchen

There should be no smoking in the kitchen area during food preparation.

The kitchen floor should be washed down daily.

Refrigerators, cupboards and stoves should be cleaned monthly.

Counters should be washed down daily.

All food should be stored properly after meals.

Cooks should comply with all public health regulations.

In the Bathroom

Floors should be washed daily.

Toilets and sinks should be washed daily and toilet paper and paper towels should be replaced as needed.

Paper towels, soap dispensers and wastebaskets should be in each bathroom.

Children should be taught appropriate bathroom habits and their participation in maintaining a clean bathroom should be emphasized.

Practices and Procedures Dealing with Children's Health

Daily Procedures

A daily inspection of each child should be conducted before that child is admitted to the center. This should be done as matter-of-factly as possible; the important early morning events for the child and parent are arrival and separation, and these need to be adequately handled. If it appears that a child is ill, the parent should be asked to take the child home. Signs of illness such as runny nose, flushed face or listlessness are clues that should alert the caregiver. Conditions that might be contagious such as rashes, eye infections, or pediculosis should be spotted before the child enters the center. In the event that such conditions are noted and the parent refuses to take his child home, the caregiver should have an appropriate procedure for dealing with this situation. It is essential that the details of such eventualities are worked out before unpleasant incidents occur.

Significant medical facts about each child should be made known to all staff that come in contact with the children. This could also apply to volunteers in some instances. If the information is

important in fulfilling the needs of the child, then everyone who has significant contact with that child should be made aware of the condition. So that confidential medical records are not misused, a simple fact sheet with a listing of children and pertinent information could be made available in each room.

Each child's health record and immunization record should be inspected regularly and brought up-to-date.

No medication should be administered without medical authorization and parental permission in writing. Clear evidence that the particular medication is for that child is also necessary. Dosage must be clearly designated.

A doctor's note stating that a child is physically well enough to be with other children should be required when the child has had a communicable disease before the child is to return to the group.

Information to be Posted

A list of all allergies of a child should be posted in both the kitchen and the classroom.

First aid instructions should be posted in a well-known spot.

Spare Clothing

It should be the caregiver's responsibility to make sure there are spare clothes available for each child. Parents should provide these. Wet or soiled clothing should be sent home to be washed. It is important to see that these are returned promptly.

Periodic Health Check

Every child should should have a physical once a year. This should be done by the parents at the suggestion of the center.

Procedures should be established for detecting physical and emotional problems, i.e., screening test for hearing, sight, motor coordination, dental hygiene, and psychological screening. In many centers this is left up to the social service component.

Nap Time

It has long been the practice in many day care centers to have an extended sleeping time of two or three hours. The rationale for this has been that "the children need their rest." Children do indeed need a certain amount of private, quiet time during the day; and many children may sleep during this time. However, there are great differences in the needs of children--some will sleep for up to two hours and some will not nap at all. Many will take a brief nap after a story or independent reading time. It is important that these varied needs are considered when you plan your room arrangement and the placing of the cots at rest time. The non-nappers as well as the long nappers need due consideration. The early nappers as well as the late nappers must be considered.

In actuality what happens during long nap times at many centers is that staff utilize the time to relax, take a break or have a meeting. It is essential that other times during the day are found for these important activities if you have a group of children who either take short naps or do not nap at all. Children should not be pushed into extended quiet times to fulfill the needs of the staff. Staff must arrange their schedules so that naps are appropriate to the needs of the children.

We recommend that from start to finish the nap or rest period be no longer than two hours. That should include toileting, quiet

activity on cots, back rubbing or quiet songs if necessary, actual sleeping and awakening. If there are children who find awakening from a nap difficult, they should be encouraged to arise before the other children so that by the time an activity is under way, they are able to participate.

Sick Children

Children, unlike adults, frequently become ill in what seems like a moment's notice. An apparently healthy child might enter the center at 7:30 a.m., have her breakfast, become actively involved in play by 8:00 a.m., and at 9:30 a.m. stretch out on the floor looking listless and weak. Upon investigation, the child might be found to have a fever of 102°. This type of situation is typical and the eventuality of its happening should be dealt with by staff. The objective is to find suitable care for the sick child and protect the interests of the healthy children. In many instances it is not the fault of a careless staff member or the negligence of a parent that results in having a sick child at the center. It is, instead, the nature of the child.

Appropriate measures must be taken in arranging your space so that there is an isolated area for sick children. It is not always possible for a parent to arrive immediately to deal with the situation.

If a child becomes ill during the day it should be the responsibility of the caregiver to:

- Take the child's temperature.
  This can be done easily by holding the child on your lap, his back against your chest, and placing the thermometer under his arm.

- Isolate the child from other children.

- Notify the director of your center if the child has a temperature. Someone in the position to contact parents in case of illness should handle the situation.

- Protect other children as well as staff from the sick child. This means preventing face to face contact.

If a child becomes sick from overeating or overexertion, the person who has attended that child should inform the parent either in person or by phone that evening.

Important questions to ask in determining your policy:

1 - Who makes the decisions regarding sick children?

2 - Who is in charge of contacting parents?

3 - What provisions are made at the center if the parent is unavailable?

4 - What action should be taken if the parent is available but refuses to pick up the child?

5 - How should the child be transported to home, clinic, or hospital?

6 - If taxies are to be used, who will pay for the cost of the taxi?

7 - Which staff member will leave the center with the child?

8 - What is your plan if the child's parent does not have a phone?

Staff Illness

Staff should be expected to remain at home if they have a communicable disease.

It should be the staff's responsibility to notify someone in charge no later than 1 hour before they are scheduled to work if they will be absent that day.

A procedure for calling substitutes should be worked out ahead of time so that there is adequate coverage at the center.

NUTRITION

An essential component of any child care program is the providing of well-balanced, nutritious meals and snacks. Parents expect this, and children require it in order to function successfully in all other areas.

Every effort should be made to insure that mealtime is a sociable and relaxing occasion. To this end the Nutrition Policy of day care centers should be to provide a well-balanced diet, and to do everything possible to insure an intact, healthy and well-nourished child.

Meal Schedule

For the sake of a smooth-running center, it is important that there be set times for breakfast, snack and lunch time. It should be up to the director of the center in conjunction with staff and cook to work out an appropriate schedule based on the needs of the children.

There should be a lunch count made early in the morning and sent to the cook well before lunch time so that the cook knows how much food to prepare.

Menu Preparation

- Menus should follow the Federal Lunch Type-A Program.
- Menus should be prepared one month in advance. It should be expected that what is on the menu is to be served that day. If there are any exceptions, this should be discussed with the director.
- The working responsibility of planning menus should be worked out ahead of time. This usually involves a cook, director and staff member.
- Menus should be posted on a Bulletin Board.
- Food should be served once it is prepared.

Caregiver's Responsibility

- Food should not be used as a reward or punishment. Participation in snack and meal time is the right of each child, and may not be withdrawn.
- Depending on the age, each child should be encouraged to help himself during all eating activities. Food should be in serving dishes, and each child should be expected to serve himself (except in the case of extremely messy foods, i.e., spaghetti, etc.)
- Dessert should be placed on the table at the beginning of the meal.
- Once the food is on the table, it is the caregiver's responsibility to make sure that a child does not eat something that he is allergic to.
- The staff should eat what the children eat (except in the case of a diet, religious connection, or allergy). It is expected that, as much as possible, the caregiver will not convey that he/she does not like something being served.
- The children should be encouraged, but not forced, to try everything served. For example: one green bean, etc. After the caregiver has had an opportunity to evaluate children's eating preference and patterns, she should respect them as much as possible.
- All food consumed other than meal times, should not be done in the presence of children.

Cook's Responsibility

An ideal situation, as far as we are concerned, would be for the cook to be involved with the children on a day-to-day basis. This is not always possible because of logistics or personalities. However, if this is desired by caregivers and staff, it is important that this be clearly stated when preparing a job description for a cook.

In some day care centers the cook might be responsible for preparing lunch, ordering food and maintaining inventory. In other centers he or she might be involved in the breakfast preparation, snack preparation, and involved with the children in cooking experiences.

APPENDIX

BEAUTIFUL JUNK

Fortunately, we are becoming a recycle-conscious people! One person's trash is another person's treasure; and there is nowhere that this is more true than in programs for young children. There are a number of excellent books available on what to do with discards. Here is one book that might be useful with many ages:

I Saw A Purple Cow by Ann Cole, Carolyn Haas, Faith Bushnell, and Betty Weinberger
Boston: Little Brown and Co., 1972.

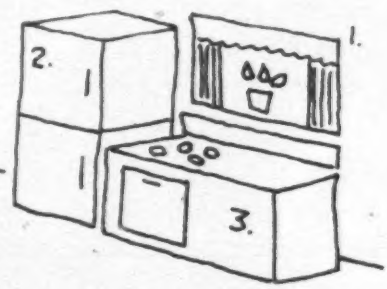
Beautiful Junk

Some Beautiful Junk

made from large carton
handle on door, heavy string — make 2 holes, push string through, knot

Some Beautiful Junk
Housekeeping Area

1. window - painted on construction paper
2. refrigerator - made from two liquor cartons
3. stove - large moving carton
4. doll bed - grocery carton
5. rug - rug sample



On the following pages we present a number of sources for collecting beautiful junk. It has been our experience that a phone call ahead is often helpful for introducing yourself; and a thank-you note with a short description of how you have used the materials is excellent public relations for your center.

One note on constructing equipment WITH the children: Sometimes it is gratifying for the children to be involved in a project for the center. However, involving them should be done with great consideration. Some questions we find helpful in this regard are: (1) what are the skills needed to complete the project, (2) how much time will the project take, (3) what are the children's skill levels, and (4) what is their frustration level. It is for you to decide how able your group is to participate in such projects.

SOURCES AND SUPPLIES

Advertising Companies
Billboard pieces (entire billboard posters come in folded pieces of 3' x 5')

Boat Rentals and Marinas
At the beginning or end of the season many rowboats or sailboats no longer seaworthy are destroyed. You need a truck and some help!

Builders and Road Constructors
Unused sewer pipe for playground

Carpet Shops
Many carpet shops have samples of discontinued rug patterns available for a small price. Large samples can be used for rest mats.

Fabric Shops or Departments
Stores that carry material dispose of the inner cardboard. These make excellent plaques for children's art work. Ribbon scraps and fabric remnants are often very inexpensive.

Gas Stations and Garages
Tires for playground swings, inner tubes, bottle caps from drink machines, steering wheels from wrecked automobiles, old tractor tires... these all can be utilized on the playground.

Home
Dress up clothes (maternity tops are ideal), shoes (make sure heels are not too high), jewelry, hats, food containers, milk cartons, and probably all the junk in your drawers that you (and friends and neighbors) have been meaning to throw out.

Ice Cream Stores
Empty 3-gallon containers--great space helmets, etc.

Liquor Stores
Cartons and dividers for trains, doll houses, ships, blocks...

Millwork or Lumber Company
Wood scraps suitable for carpentry table or art cabinet. Sawdust and fascinating curls of wood. Leave a box with your name on it, and come back for it. (A few drawings and

thank-you notes from the children will inspire the work-people to continue filling up your boxes.)

Molds from Buttons
These are used as wheels in the display. They are available for 1", 1-1/2", and 2" sizes.

Moving Companies
Overseas moving companies sometimes have large and amazingly well-built packing crates. These make excellent play houses, stores, fire stations, rocket ships, etc.

Paint Shops
Paint color cards--fun color experiences and excellent collage materials. Old paint brushes are great for painting buildings with watercolors.

Print Shops
Scraps of paper are usually available for the asking. Leave a box and return every two weeks to empty.

Soft Drink Companies
Wooden soft drink crates are available at a minimal charge. Painted bright colors, they serve as excellent substitutes for the commercial hollow blocks. A set of casters on one will create a durable wagon for hauling blocks. Set casters in far enough to allow stacking.

Telephone Company and/or U.S. Steel
Empty telephone cable spools for play area. Small ones for doll corner tables. Colorful telephone wire is always available.

Tile Stores
They frequently have broken patterns of mosaic tiles. Matching, counting, creating with colorful squares are some of the uses.

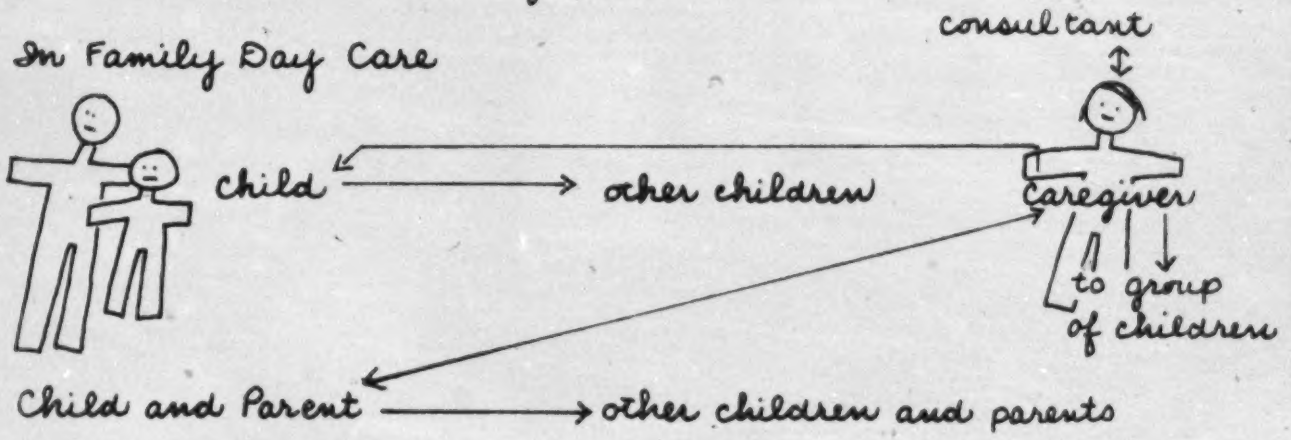
Wallpaper Stores
Wallpaper books of discontinued patterns. Textured sheets for easel painting give interesting effects. Wallpaper books with fabric samples are especially nice. Print samples make excellent puppet skirts.

FOR FREE AND INEXPENSIVE PLAYGROUNDS

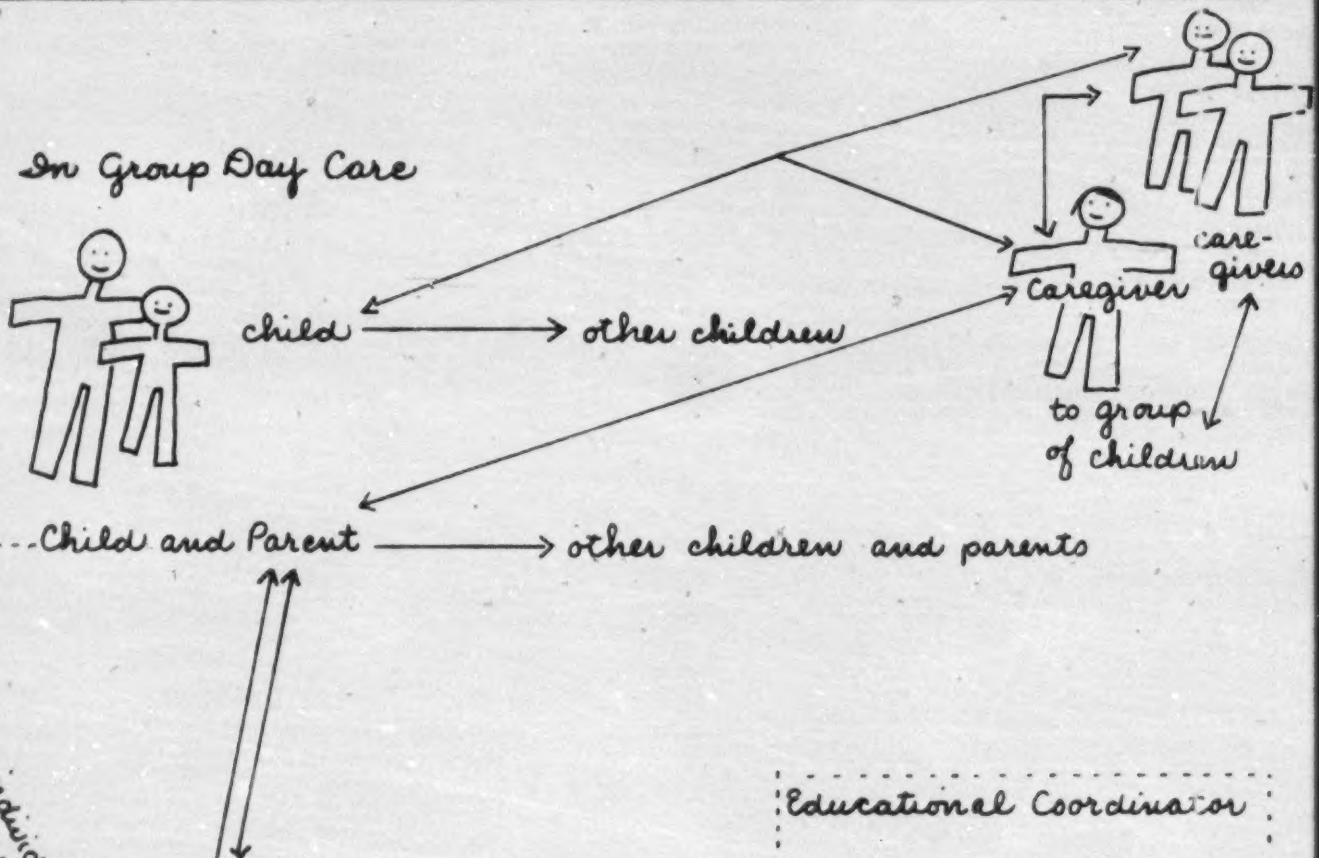
1 - Large cartons like fruit crates, barrels
2 - Concrete blocks, bricks, large stones
3 - Large spools
4 - Ladders, sewerage pipes, ropes
5 - Bicycle and automobile tires, saw horses, tree trunk logs, planks
6 - Targets painted on boards or on concrete
7 - Wooden structures for clubhouses

Communication Network in Day Care

In Family Day Care



In Group Day Care



* Caregiver's relationship to these individuals depends upon the way in which each center functions.

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BIOGRAPHICAL INFORMATION

John L. DeLorey, Jr., is the Executive Director of Springfield Day Nursery, a comprehensive child care agency that has a variety of programs in seven locations throughout the city of Springfield. He is a past president of the Massachusetts Association of Day Care Administrators and a day care consultant. He has had teaching experience with pre-schoolers and with emotionally disturbed youngsters in a public school system. His educational background combines business with both Special and Early Childhood Education.

Marjorie E. Cahn is an Early Childhood educator and a day care consultant with teaching experience in private nursery schools, day care centers, and public elementary schools. She has worked with children with learning disabilities and taught art. Mrs. Cahn has an A.B. degree from Bard College, an M.S.Ed. from Bank Street College of Education, and is a Ph.D. candidate at the University of Massachusetts, Amherst. Mrs. Cahn lives with her husband and two young children in Worcester, Massachusetts.